

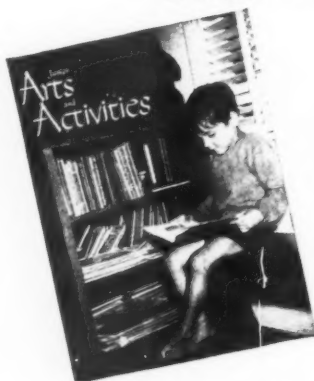
Junior  
Arts  
and  
Activities

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# From the editor's desk

## Remedy for Christmas shopping ills

**H**OW are your nightmares? Are you teaching a unit in transportation to a class of backward reindeer with individual differences? Looks as if you have a bad case of Christmas Complaint.

And we have the remedy.

Do you shudder and shake when you consider the possibility of that expensive doll for your favorite niece turning up under the Christmas tree minus an arm or a leg? That's the first symptom of Parcel-Post Prostration.

But we have the remedy!

Do you get cold chills and a heavy lump in the stomach when you examine price tags? Better watch out! Soon you may be an Inflationary Invalid—unless you try our remedy.

Our remedy is far simpler than a vegetable compound and far older than vitamin pills. We think it's a good remedy and one which is well worth trying for its own sake, as well as for yours.

We teachers teach reading and preach reading throughout the non-holiday season. Then—come Christmas—many of us forget about the joys and benefits of reading. We don't give books for Christmas. We give dolls and footballs and bottles of cologne.

We say to our pupils, "Let's read something better than the comic books." But at the Christmas party, comic books are awarded as prizes and gleefully pulled from the grab bag.

We are concerned about individual differences. Dolls and footballs and gloves and bats don't have individual personalities which make them "just right" for a certain child. But books do!

Perhaps there are children who hate books. We don't happen to know any. And we suspect that even *those* children wouldn't hate the *right* books—the ones which

tell about their special hobbies or interests.

Juvenile books have pictures which will appeal to those children who do not care to read or are unable to. The best juvenile books have artistic illustrations, fine writing, and wholesome ideas, which will help develop the taste of their young readers.

Books have their place in the Christmas grab bag, but not the comic books. Why not point out to the children at the time they are shopping for presents and prizes that there are some good books which are just as inexpensive as comics?

Books are easy to shop for. If you patronize a bookstore where the clerk is familiar with her stock, she will be able to recommend one or more books which will exactly suit the person for whom you are shopping.

We have tried to help you with your shopping by including in this month's book section some of the new books which we have seen and liked in the past year. We hope that they may help to solve your gift problems.

Books are easy to wrap. No boxing. No strange shapes. Just a nice, solid, rectangle to swath in a gift wrapping.

Books are easy to send. If the heroine loses a leg, it will be because of the sadism of the author instead of the carelessness of your mailman. As juvenile authors are seldom permitted to yield to their sadistic tendencies, your heroine is safe.

And best of all, you won't have cold chills, hot flashes, or a heavy lump in the stomach when you look at the price markers. At a time when almost everything else in the store has been contaminated by inflation, you will see that books have increased very little in price.

Are you a bargain hunter? Books are the biggest bar-

(Continued on page 45)

## talking shop

### "Talking-Book" News

An entire book soon may be reproduced on one phonograph record! A report from the Library of Congress says that a new, 300-grooves to the inch, long-playing phonograph record soon will be placed on the market.

### Prize Contest

Have you sent in your entry yet to our prize contest? In case you've forgotten, here is the list of prizes:

Juvenile Story .....	\$25.00
Juvenile Play .....	\$25.00
Professional Article .....	\$25.00
Poem .....	\$10.00
Helpful Hint .....	\$10.00
Lesson Plan .....	\$10.00
Activity Unit .....	\$10.00
Art or Construction Project .....	\$10.00
Classroom Anecdote .....	\$10.00

These prizes are offered for the best manuscript in each classification which we publish between September and June.

Send your entry to:

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JUNIOR ARTS & ACTIVITIES  
343 S. Dearborn - Room 798  
Chicago 4, Illinois

Please enclose a stamped, self-addressed envelope if you wish to have your manuscripts returned.

### Another Reminder

If you are interested in having your pupils correspond with pupils in another school, write us a letter telling the name of your school, where it is located, and the grade or grades

who wish to correspond. We shall be glad to publish your letter in JUNIOR ARTS & ACTIVITIES, where it will be brought to the attention of other teachers.

### Financial Note

If the public school teachers get the job of census-taking during April, 1950, they will get from \$8.00 to \$10.00 a day—depending on the state of inflation or deflation during that time.

### Foot Note

At least half of all school children in the U.S. are infected with athlete's foot during a school year.

### Self-Censorship for the Comics

The Association of Comics Magazine Publishers, Inc. announces that fourteen publishers have subscribed to the industry's code of ethics. These publishers will submit copies of all their publications to critical scrutiny by Henry E. Schultz, Executive Director of the Association, with the following standards in mind:

1. No sexiness or indecent exposure.
2. Crime should not be presented sympathetically, and no details of a crime committed by a youth should be portrayed.
3. No scenes of sadistic torture.
4. No vulgar and obscene language. Minimum of slang.

(Continued on page 42)

## The National Magazine for the Elementary Teacher of Today

### EDITOR

VELMA McKAY

*Author of children's books, teacher, former librarian and textbook editor*

### CONTRIBUTING EDITORS

HAROLD R. RICE

*Dean, Moore Institute of Art, Science and Industry, Philadelphia, Pennsylvania*

MARIE G. MERRILL

*Author of Songs and Plays*

LOUISE B. W. WOEPPEL

*Fellow, Eastman School of Music  
Rochester, New York*

YVONNE ALTMANN

*Kindergarten Director, Oshkosh, Wisconsin*

GEORGE C. MCGINNIS

*Principal, Thousand Oaks School,  
Berkeley, California*

JEROME LEAVITT

*Principal, Canyon Elementary School  
Los Alamos, New Mexico*

ISADORE M. FENN

*Chicago Vocational High School  
Chicago, Illinois*

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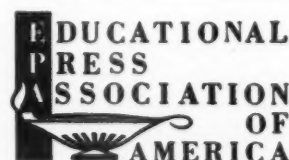
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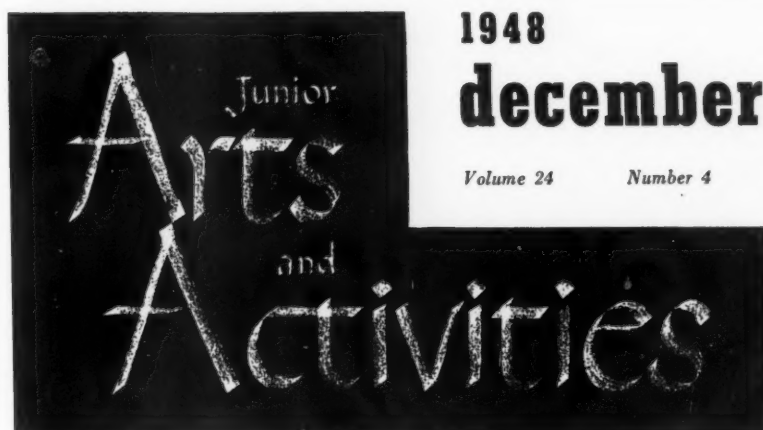
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# Stained glass windows for Christmas

Jessie Todd,  
Laboratory  
school,  
University  
of Chicago

Children have very little time in school for art work. The rural school children usually have more time than city children because one class can draw and paint while the teacher hears another class read.

As the time for art is so short, the children accomplish very little unless the teacher can inspire them in school and give them practical help so that they will wish to do more art work at home, or help them to do many things quickly.

Stained glass windows (of paper) are cut in adult classes in art schools; these windows require hours and days. Each little hole is cut with a razor blade, and tiny pieces of colored cellophane are pasted behind the holes.

To ask a child to work in this way would be folly. To require him to do so would be child labor. To let him do so even if he so desired would be a lack of guidance on the part of the adult.

The illustrations shown here were cut by third- and fourth-grade children. (The two smaller ones were done by third-graders and the larger one by a fourth-grader.) The smaller ones were made in fifteen minutes.

The larger one was made in forty-five minutes, because the child who made it does everything more slowly, and she has cut more holes. These small holes look very beautiful when they are painted.

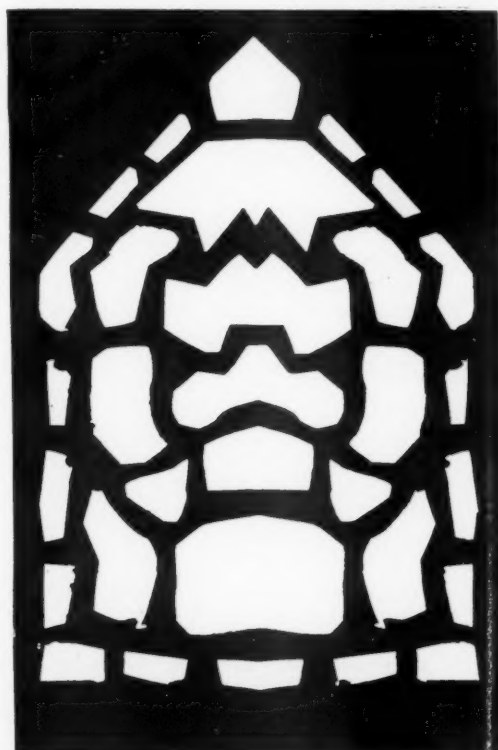
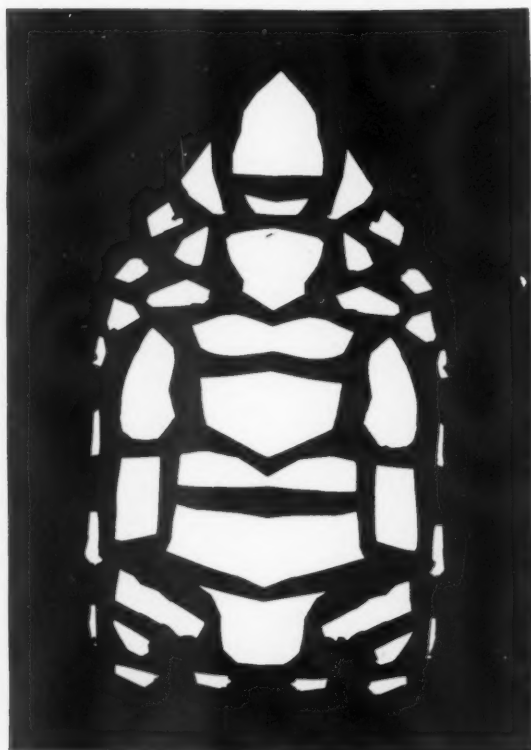
We used the cutouts in two ways

1. We pasted them on the window with rubber cement. (Put the rubber cement both on the paper and on the window—especially in the corners. Keep pressing hard for several minutes when the cutouts are first put up.) After the cutouts were pasted on the windows, the children (using small paint brushes and tempera paint of red, orange, violet, blue and green) painted inside the holes, directly on the window. We did not use yellow because it was too light to give the mood of stained glass. The paint can easily be washed off the windows when the design is removed.

The children, parents, visitors, and teachers all said that nothing gave them the spirit of Christmas as much as these windows.

2. We also used the cutouts for plays, and for the children to fasten to their windows at home. When the

*(Continued on page 42)*



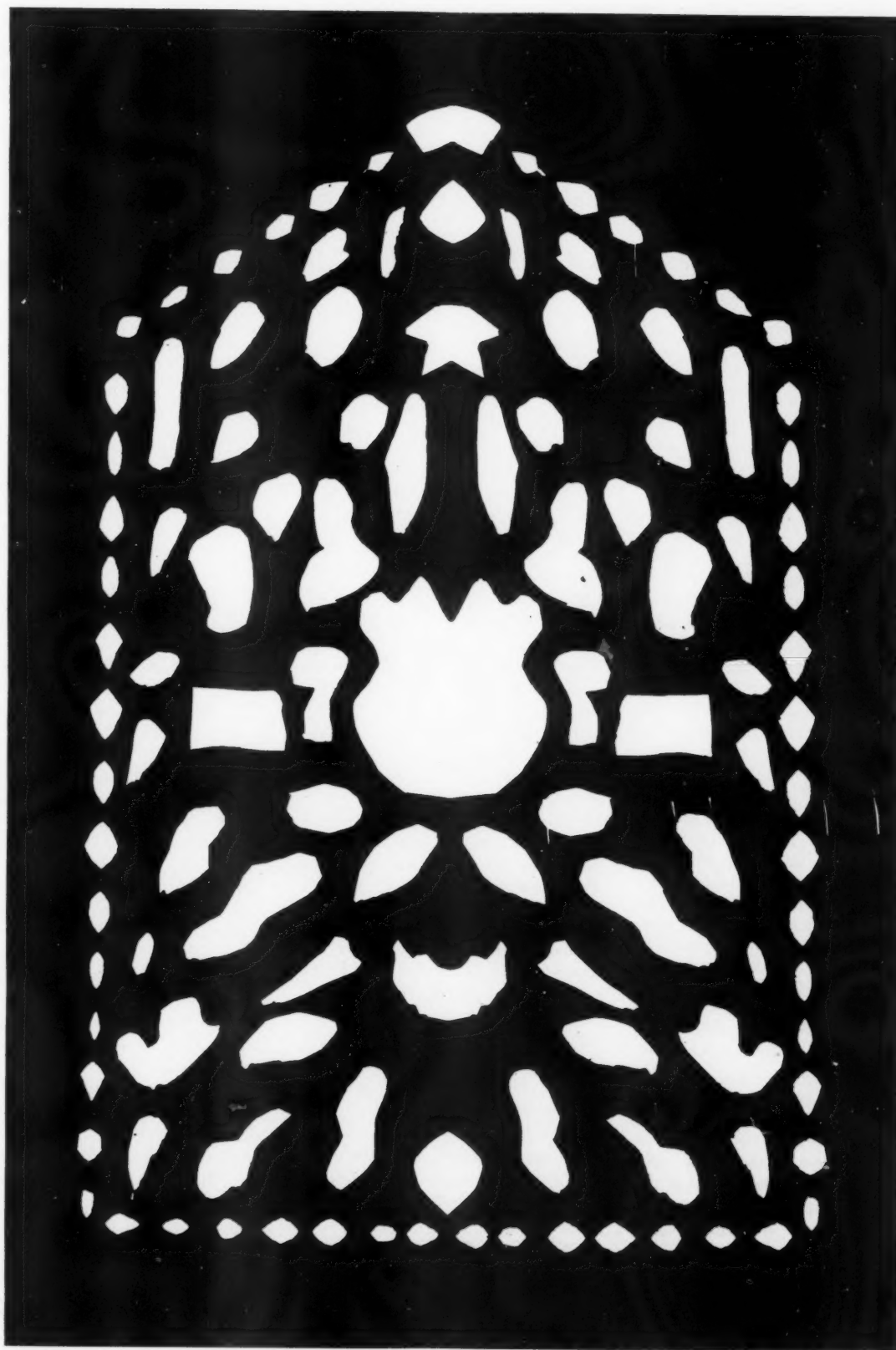
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# Christmas surprise

A Christmas story by Iverne Galloway

Teacher was passing a box from one desk to the next. Inside the box were folded slips of paper, with the name of one of the second-grade pupils on each slip.

"Now, everybody take a slip of paper," Teacher said. "Then you can make a Christmas present for the person whose name you get. We'll exchange the presents at our Christmas party, the day before Christmas vacation."

Timothy thought that sounded like fun. He could hardly wait to see whose name he would get. He hoped it would be one of his best friends' names. Fred, maybe—he would like to make presents for Fred. Fred liked airplanes, just as Timothy did; so Timothy knew just what Fred would like best. Or Rusty. Rusty liked animals. Pictures for Rusty's animal scrapbook, or stories or puzzles would be easy to find, and Rusty would be sure to like them.

Teacher was coming close to Timothy's desk now. Timothy shut his eyes and drew one of the folded slips of paper. When Teacher went on to the next desk, Timothy looked at the name on his slip of paper.

Of all the luck! Why did he have to draw Glenn's name?

He didn't know Glenn very well. He hadn't any idea of what sort of thing Glenn liked best. In fact, he

was almost sure he didn't like him! Why couldn't he have drawn one of his friends' names?

Timothy folded the slip of paper and put it in his pocket. Oh, well. There wasn't anything he could do about it. If only he knew what Glenn might like, it wouldn't be so bad.

After everyone had drawn a name, and Teacher had made sure that nobody had drawn his own, Timothy put up his hand.

"I've an idea," he said. "Maybe some of us don't know what kind of Christmas box to fix for the person we're s'posed to get it for. So why can't we all write our names on the blackboard, and write our hobbies, or what we like to do best, after our names?"

Teacher thought that was a good plan. "Especially since we're not going to buy anything for the boxes, it will help to know what our friends like. So line up, everybody, and put your name and hobby on the blackboard."

Timothy watched anxiously while Glenn wrote his name. What kind of hobby did he have? Would it be a nice, easy one?

Glenn wrote, "Butterflies."

Timothy pulled the slip with Glenn's name on it, out of his pocket. He wrote "Butterflies" on the other

side. Then he shoved the slip into his pocket again.

Of all things. Butterflies. Who could find any butterflies in the winter? And what kind of present could you get for somebody with "Butterflies" for a hobby?

"Going sled-riding after school?" Rusty asked, as they started for home that evening.

Timothy shook his head. "No. I have to ask Mother if I can go over to the library. I have to find out something about—well, about something."

The girl at the desk in the children's department of the library listened while Timothy told her what he wanted. She walked over with him to the place where he would find the books.

"We've lots of books that tell about butterflies," she said. She pulled a little red book from the shelf. "This is a good one, and it has good pictures, too. Maybe you'd like to start with it."

Timothy thought that would be fine. He hurried home, the book tucked carefully under his arm. After supper he started to read it.

It wasn't easy to read. The words were pretty hard, and he often had to ask Daddy what they were. The pictures were pretty, though. That





# Christmas trees

by Golda Gaskins

Just before Christmas, even junior-high children like to do a little something special in school. This is an idea whereby the child can learn and entertain himself at the same time that he is taking care of the Christmas decorations for his room.

The art teacher and the arithmetic teacher can combine forces on this one.

Choose dark green construction paper and some easily read protractors.

black and yellow butterfly—hadn't he seen a lot of butterflies just like that one last summer? And the moths.

"I always thought a moth was something that ate holes in sweaters," Timothy said.

"Some moths do," said Daddy. Not the moth itself, but the larva. That's the thing that spins a cocoon and turns into a butterfly or moth. Some moths are bigger than hummingbirds, and the prettiest things you ever saw."

Then Daddy blinked. "Why all this interest in moths and butterflies? I thought you didn't like anything but airplanes."

"It's about a Christmas present . . ." Timothy started to say. Then a big picture of a beautiful, pale-green moth caught his eye, and he forgot what he was saying. It would be pretty nice to see a thing like that flying around!

The next day at school Timothy grinned at Glenn. And Glenn grinned right back! Wouldn't Glenn be surprised, Timothy thought, if he knew

tors. Draw a straight line about two inches from the bottom of the paper and parallel to it.

Let each child select the acute angle he wishes to use in making his tree. Then, using the end of the first line as a vertex, he will draw an acute angle at each end of the first line. The angles will point out. Connect the two slanting lines thus formed with a straight line parallel to the first, but extending outside the

slanting lines for about half an inch.

Repeat the process until a point is reached at the top of the tree. The measuring is done with a protractor. In this way the student learns to measure angles, and he has fun doing it.

The trees may be regrouped and used for a background effect during that first period after Christmas when time is too short for the complete break necessary to produce new room decorations.

who had his name for the Christmas present box? Bet he thought he was the only one in the room who knew anything about butterflies! He'd find out!

That night Timothy asked Glenn to go coasting with him and Rusty and some of the others. They had a lot of fun. Glenn had a dandy sled, faster than Timothy's but not as fast as Rusty's. They all had a good time trying out each other's sleds.

After that, Glenn played with Timothy and his friends almost every night. Timothy had a hard time not saying anything about butterflies, but he managed it. At night he read about butterflies and worked on Glenn's present.

At last the day of the party came. "Hey, Timothy! Thanks!" said Glenn, when he looked at the card on his box. "I didn't know you had my name! Golly, I wonder what's in this box!" He opened the package carefully, while Timothy watched.

There was a little scrapbook of butterfly pictures Timothy had found in

magazines, with the name of the butterfly under each one. There were two butterfly puzzle pictures. And there was another box, with "Open Carefully" printed on the outside.

Glenn opened it carefully, too. "Oh, boy! How did you ever get this? I bet I'll like it better than any Christmas present I get!"

He held up the box so that everybody could see what was inside.

"It's just some fuzzy grey stuff on some old sticks," Rusty said disgustedly.

Glenn shook his head. "It's a moth cocoon," he corrected. "One of the big ones. I hope it's a Luna moth! You know, Timothy, that's the—"

"—big pale green one with long sails on its wings," Timothy finished. "I hope so, too."

"Do you want to come over to my house and see it when the moth comes out?" asked Glenn.

"Just try and keep me away!" said Timothy with a grin. "I can't wait to be surprised by that Christmas present I gave you!"

# Dioramas for Christmas

by

A. S. Horn

A beautiful and simply constructed diorama for the Christmas season may be erected by following these directions.

The necessary materials are a backdrop—approximately 5' x 7'—either wallboard painted with dark blue tempera or a light wooden frame with dark blue crepe paper stretched across.

For the "Hill of Bethlehem" and the cave under-construction use an orange crate or two corrugated paper boxes. Cut an opening in the backdrop starting about nine inches from left border, so that box (or boxes) will be able to fit into this opening.

The backdrop should be placed against a large window for lighting effect, the window shade being drawn to the top of drop.

With a large nail, punch holes in the backdrop in an irregular pattern. These will represent the stars. For the star of Bethlehem, cut a five pointed star (one inch or slightly larger) in the paper about two feet from left border and about a foot and a half from top edge, so that the star will appear directly over the cave. For the comet tail paint with light yellow if wallboard is used; or nearly cut out thin strips and back up with yellow crepe paper over tail (rays) and star. If a crepe paper backdrop is used, cut strips of yellow crepe paper and paste them into position for the tail of the comet.

For the preparation of the orange box, cut away the wood on the right section of the box, giving an opening of about 4 x 12 inches. The box is fitted into opening of backdrop, and this opening allows light to enter for interior of cave. To subdue the

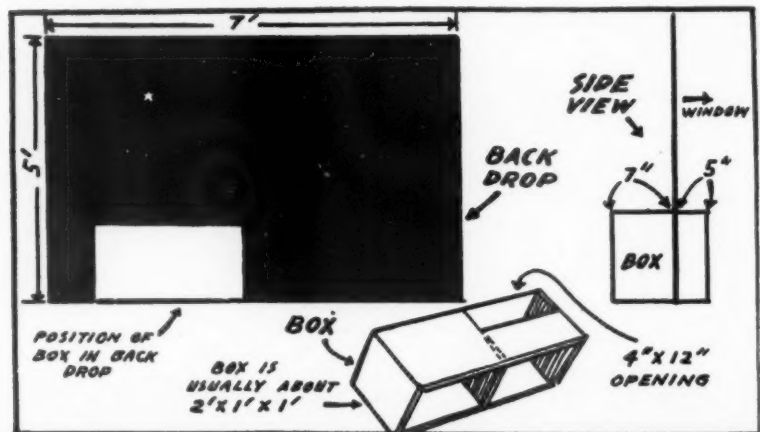
light, blue or green cellophane may be stretched over this space for effect. Seven inches of box remain before backdrop, five are behind it. The box is usually about 2' x 1' x 1'.

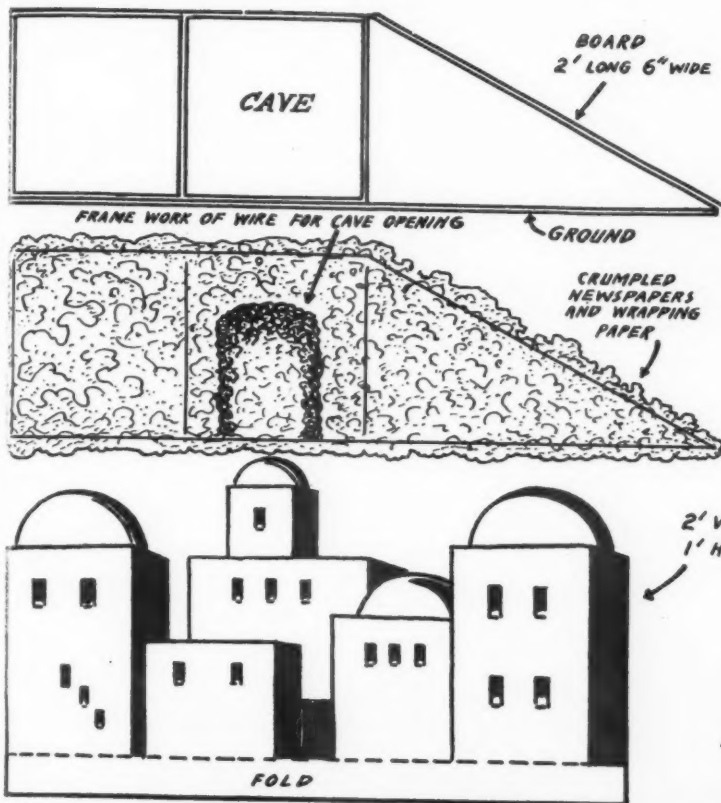
Next, procure a board 2 feet long and six inches wide and nail it against box as shown in the sketch.

Now all is in readiness to build the cave. Use several thicknesses of newspapers or common wrapping paper. First crumple and roughly line inside and bottom of section of box marked "cave." Thumbtacks, tacks, or pins may be used. Then, with the crumpled paper, start to build the hill, applying the paper as roughly as possible to simulate rough rocks. A wire might be bent at the center of the box around which to work mouth of cave. Allow rough crumpled edges of paper on all outlines of box in order to give rugged appearance.

Now paint entire "Hill of Bethlehem" with grey tempera. (Mix drops of black with white until a light shade of grey is obtained.) A small quantity of glue mixed with the tempera will give a stiffer texture to the rocks. Daubs of darker grey, green, and brown applied here and there after first coat is dry will produce a very natural rock effect on the hill. The ground board should also be painted with the rock grey. Spots of green and yellow-green should be painted here and there to represent grass. While working with the grey paint, single sheets of newspaper should be tightly rolled and crumpled into a mass, and, with a single nail, fixed here and there to the ground

(Continued on page 47)





# Emmy Lou's Christmas

A Christmas play

for grades 1-4

by Lucille Streaker

## Characters:

Emmy Lou  
Sally  
Christmas Fairies  
Boy and Girl

## Scene:

Emmy Lou, dressed in pajamas, is sitting before the fireplace in her living room, crying.

SALLY: (Entering)

What's the matter, Emmy Lou?  
Is there something I can do?

EMMY LOU:

Sally, no. Boo, hoo! Boo, hoo!  
I am crying . . . so would you.  
Santa isn't going to bring  
What I want . . . or anything.

SALLY:

It's too late to write a letter,  
Seeing him would be much better.

EMMY LOU:

It won't do a bit of good;  
He said he'd bring me all he could,  
But this year I'd have to do  
With some clothes, an orange or  
two,  
A tiny doll, a pair of skates,  
And one of those small magic  
slates.

SALLY:

Why, that doesn't sound so bad.  
I can't see why you are sad.  
(There is the sound of tinkling bells  
offstage and in dance the Christmas  
Fairies dressed in sparkling, colored  
cellophane. The ones in the lead are  
scattering snow, followed by others  
who are ringing bells. The last two  
are carrying a small decorated tree.

They speak in choral parts.)

ALL:

You are a bad girl, Emmy Lou,  
To cry around the way you do,  
Because old Santa cannot bring  
All you want of everything!

ONES SCATTERING SNOW:

See, we've brought you lovely  
snow,

THOSE WITH BELLS:

Christmas bells,

TREE BEARERS: (Setting the tree on  
a table)

A tree, aglow.

SINGLE FAIRY:

You have a safe, warm home and  
bed,  
When you're hungry you are fed;  
We can't see the reason why  
You should sit around and cry.  
But before we go away,

ALL:

A happy, happy Christmas day!  
(After the fairies exit there is a gentle  
knocking at the door)

SALLY:

Someone's knocking soft and light,  
Who would come this time of  
night?

(Emmy Lou scrambles up and runs  
to the door, flinging it open. A rag-  
ged boy and girl are standing there.)

GIRL:

May we come in and warm our  
feet?

It's awfully cold out on the street.  
See our legs . . . how cold and  
blue. . .

Our toes and cheeks are frozen.

too.

EMMY LOU:

Of course you may. Pull up a chair.  
We have lots of heat to share.  
(They pull chairs before the fire and  
sit down, warming themselves.)

SALLY:

Why aren't you at home tonight?  
Beside your own fire, warm and  
bright?

BOY:

Our fire at home is not so good.  
We have no coal and little wood;  
We must sell papers on the street  
To get enough for food to eat.

GIRL:

It seems we're hungry all the time.  
For lunch we only spent a dime.

EMMY LOU:

Mercy! We have food to spare;  
Here, help yourselves. We won't  
care.

(Emmy Lou and Sally pass dishes of  
fruits, nuts, and cakes.)

BOY:

Thank you! These are wonderful  
cakes.  
I'm going to eat till my stomach  
aches.

GIRL:

How lucky you are on Christmas  
night,  
A nice warm fire and tree alight;  
Plenty of nourishing food to eat  
And share with friends as a Christ-  
mas treat.

What more could anyone ask I  
pray

(Continued on page 44)



# The spirit of Christmas

Story for illustration

and discussion

by Ruth McLintock

Round the table, three people were working busily. Joe and Sally were making Christmas cards, while Daddy was writing Christmas letters. But when Joe looked up from his coloring, he found that Daddy had stopped writing and was watching him and Sally with his twinklingest smile.

"Daddy," Joe cried, "You're thinking of a story!"

Quickly Sally put down her pencil to listen too.

"Well, youngsters," Daddy said. "I was thinking how different this year is from last. Only a year ago tonight I went to a children's party in Holland. A Christmas Eve party."

"But you couldn't, Daddy," Sally protested. "It's only December fifth, and there are still twenty days till Christmas."

"But in Holland," Daddy told them. "December fifth is Christmas Eve for children. That's the night when Santa comes and brings their presents."

"You see, the Dutch Santa Claus story is different from ours. Their Santa looks much like ours, and he does the same things for the children. But he is called St. Nicholas and he comes on the night of December fifth. And instead of coming with a sleigh and reindeer from the North Pole, the Dutch Santa comes across the sea from Spain, in a big ship.

"On the ship with him, St. Nicholas brings his big, white horse. When

he reaches Holland, he leaves the ship, mounts his white horse, and rides over the roof-tops to visit all the boys and girls. With St. Nicholas on his horse is his helper, a little black boy, called Black Peter, who carries a big, empty sack and a large book. Of course you know what the book is! In it St. Nicholas, who has been keeping an eye on the children all through the year, has written the names of the good and bad children. As St. Nicholas rides over the roof-tops, Black Peter reads out the names. If the children have been good, they get presents from St. Nicholas. But if they have been bad, Black Peter pops them into his sack and takes them back to Spain with him.

"So, on the night of December fifth, the children hurry to get ready for bed, for they must be asleep before St. Nicholas comes. But instead of hanging up their stockings, they put their big wooden shoes beside the fireplace, for St. Nicholas. And in the morning every shoe is filled! For there are never any children to pop into Black Peter's bag. Just like American children, all the Dutch children are good!

"At the party I went to, a St. Nicholas came to wish the children 'Merry Christmas,' and to give out the presents, just as Santa often comes to our Christmas parties at school or in the community hall. He wore a bright red suit, and had a long, white beard, and a round rosy face. But because

St. Nicholas was a bishop of the church long ago, he wore a golden bishop's hat and carried a long, golden crook. He had a jolly laugh and was full of fun, and the children loved to have him come to the party, just as we like Santa to come to ours. Because of course St. Nicholas and Santa Claus are exactly the same, although their names and stories are different in the two countries.

"I suppose Santa Claus is called by many different names in different parts of the world, and the stories told about him are a little different, too. But everywhere, to the children he is the same, because, whatever his name or the story told about him, to them he is the Spirit of Christmas."

## How to Use the Story

Make illustrations of Christmas Eve in Holland, St. Nicholas on his trip, and any others that suggest themselves to the children from the reading of the story.

Collect other Santa Claus stories. Perhaps French, German, or Russian children in your class can tell the folk tales of Christmas from their parents' land.

From the discussion arising out of the story and pictures you may be able to impress on your class that while Santa is not a real person, in every land he typifies the spirit of joy and giving that is Christmas, and which we may all enjoy all our lives.

# Puppets

by

Kay Elliot

These simple  
puppets may be  
constructed from  
odd pieces of wood,  
with little  
assistance from  
the teacher.

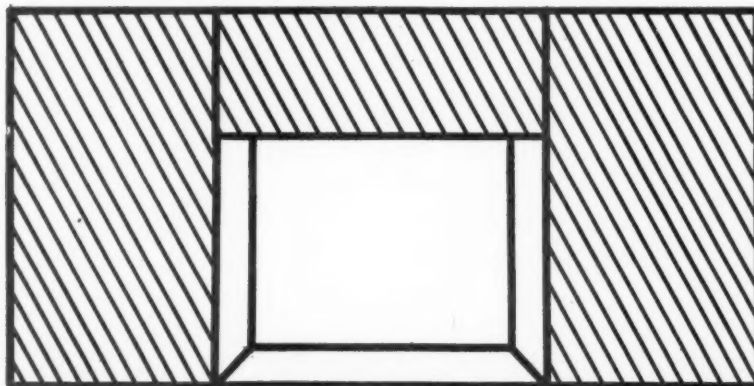
The use of puppets, of both the hand and the string variety, has long been a popular culmination to a unit of work. Their value in developing self-expression, originality and the co-operative spirit is beyond question.

In the first six grades, puppet construction requires individual assistance from the teacher. In a non-graded school this is impossible. A group of these figures requires more colored paper than many teachers are able to obtain, and each figure can only be used once. String puppets are too difficult for the small children to handle easily and yet in the beginners we find freer expression and no self-consciousness. I have always felt that the lower grades were the ideal place to begin puppetry, and I have never felt the puppets warranted the time and material devoted to their construction. Hence I suggest a simple, but no less effective puppet, which may be constructed from odd pieces of wood and dressed from mother's scrap box. The figure may be used again and again throughout the year and even the beginner can handle it. Any boy who owns a fret-saw can cut a figure from an old apple box and rub it smooth with sandpaper.

These puppets may be constructed by intermediate children with no assistance from the teacher. Dressing them creates interest at home and school. Making them is a practical lesson in manual training and domestic science. On page 13 I have included a detailed drawing of a figure which may be made larger or smaller as you wish. From it your class can develop the figures of animals. Two years ago my class carried through a com-

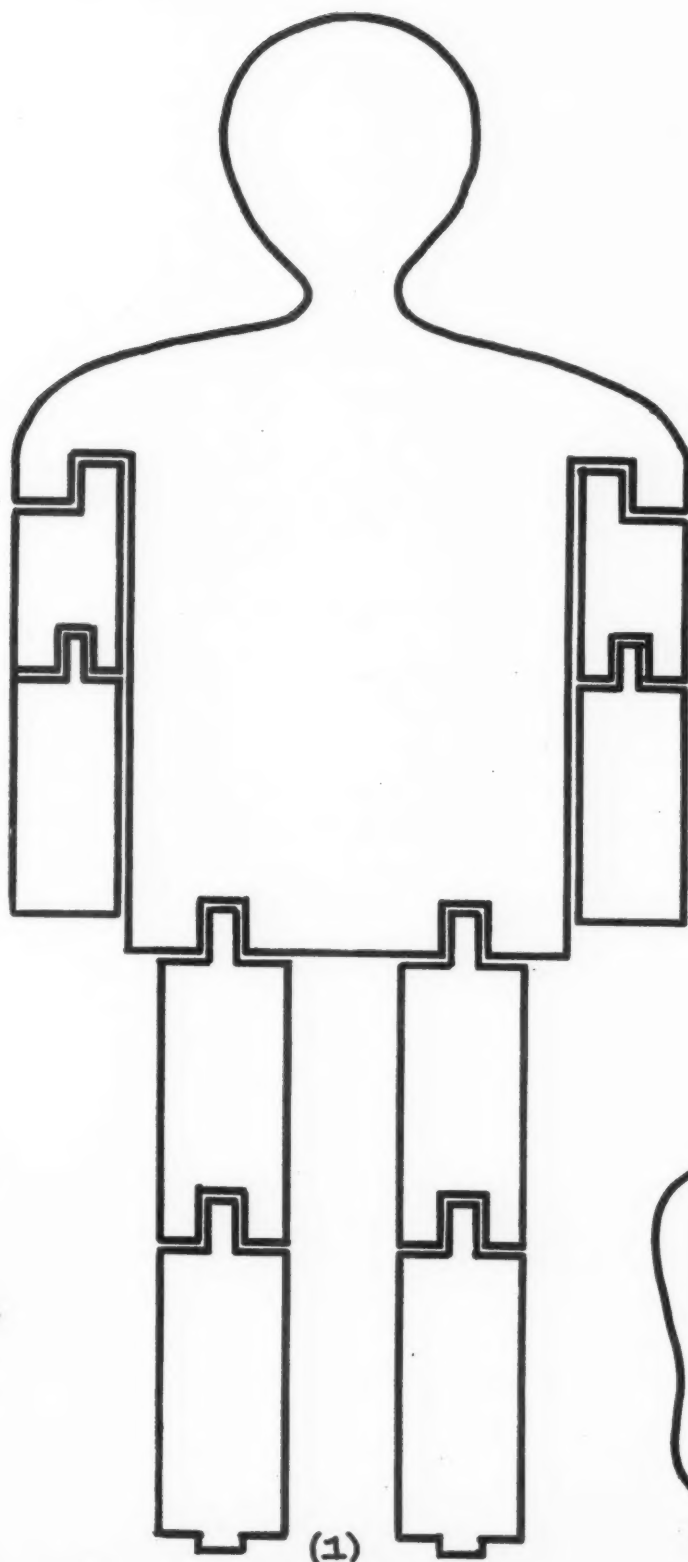
plete project on French Canada. They planned the scenes and wrote the dialogue. Habitant costume, with their bright sashes and toques, their plaid shirts and gay blouses, lends itself beautifully to such a project. They built a theater using a wood frame of two-by-one and heavy packing boxes. Black enamel gave it a theatrical glitter and formed a neutral background for their scenery, which was made of heavy craft paper and painted with tempera paint. A forty-inch stage with a floor depth of twenty inches is a convenient size. The height of the stage opening should be about two feet. Using these measurements, the figures move on a stage forty inches long and twenty inches wide and twenty-four inches high. Have two uprights extending above the height of the stage high enough to be above the heads of all children working puppets. The lower front board of the stage should extend about six feet past each edge of the play stage. The space between the front uprights should be filled in with cardboard which should extend out to the edge of the lower front boards of the stage. In the diagram cardboard is shaded. Curtains or wires may be moved to close the stage opening. The children operate the puppets through the open top behind the cardboard. A false back may be built from one side half way across the stage about six inches from the true back. The figures are dropped behind the false back and then enter or leave the stage by coming or going around the edge of it. The audience then, does not see the figure being dropped or pulled over the edge of the stage.

(Continued on page 47)



Stage used in Puppet Shows

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*Diagram of Puppet, showing detail of joint at 2.*

# Let's play a game

Some spelling  
games—  
the second of a  
series on games.

One day at the close of school I saw a fifth-grade girl slip a folded note into the hand of her teacher. The teacher looked pleased as she read the note. At last, taking pity upon my curiosity, she passed the note along to me.

Dear Miss Carpenter:

I think you are a good teacher. You read to us and let us play games.

Yours truly  
Susan Brown

We can't guarantee that you will receive sacks of fan mail after using the following spelling games, but we can guarantee that fun and excitement will be plentiful. Don't be surprised to hear a pupil suddenly burst forth with, "Pitch 'em a curve, Miss Carpenter!" Such encouragement is very apt to accompany the first of our games, *Spelling Baseball*.

## Spelling Baseball

Children become almost as excited over a game of spelling baseball as they do over a real baseball game. They will beg to play it again and again.

Sides may be chosen, or boys may compete against girls, or one side of the room against the other. The captains may have the opportunity of choosing names for the teams.

Label the bases, starting with home plate, by writing the name of each base on the blackboard. You will probably want to use all your available board space around the room in order to separate the players as much as possible. Too close proximity does offer a temptation for cheating, though most children are very conscientious about observing the rules.

A scorekeeper is selected to keep track of the outs and the runs, which he marks on the blackboard.

The teacher pitches a word to the first batter up. The batter writes the word on the blackboard at home plate. If he writes it correctly, he goes to first base, where he next writes the word which is pitched to the new batter. The batter is writing the same word as the man at first, second, and third base. Any child who misses a word, either at home plate or at any base, makes an out for his side and must take his seat. The player who spells four consecutive words correctly makes a home run and is

allowed to sign his name under the name of his team at home plate.

As soon as there are three players out on either team, the opposing team has a turn at bat. If the batter makes a third out with the bases loaded, the players on base are left on base, as in regular baseball, and they must wait until their turn comes around again before they have another opportunity to spell.

## Pilgrims and Indians

It is a good idea to allow the children to give out the words in some of the spelling games. Children enjoy doing it because it makes them feel that they, rather than the teacher, are running the game. Also, saying the words helps to improve their enunciation.

The two opposing teams in this game are named Indians and Pilgrims.

The captain of the Indians appoints three Indian chiefs for the first attack. The chiefs stand at the back of the room equipped with spelling books or spelling notebooks. Any word which has ever been studied may be used as an arrow to wound a member of the opposing team.

Each chief is allowed to shoot five arrows at any one victim of his choice, or at two, three, four, or five different victims. When the first chief has shot his five arrows, the next Indian chief has a chance, and then the last chief, until fifteen arrows have been shot. The Pilgrim who fails to spell a word correctly is wounded and must leave the line.

At the end of each attack the score is counted. If, after fifteen arrows are shot, seven Pilgrims should be left standing, the score would be 8-7 in favor of the Indians.

Three Pilgrim captains next take a turn shooting at the Indians.

Be sure that each side has had the same number of turns before the final score is counted.

## Trimming the Tree

This is a good spelling game for primary children in December.

Let the children cut out small Christmas trees from green construction paper. These trees are hung up around the room.

Every time a child gets 100 in spelling, he is allowed to put a star



on his tree. The star at the very top may be silver or gold, and stars of different colors may then be added to the branches.

To make the trees still more attractive, they may be dotted with glue and then sprinkled with the sparkly artificial snow which is used for real Christmas trees.

### Spellup

Some time when there is no spelling championship at stake, try a spellup instead of a spelldown. This game will give more people a chance to participate until the very end.

The child who misses a word in a spellup is not out of the game forever. Each time a player misspells a word, the children who are seated are given an opportunity to try to spell the word correctly. The pupil at his seat who can spell the word is allowed to resume his original place in the line.

When selecting the teams for the game you might vary the usual procedure of having a captain make the selection for each side. You might have the children number off by twos, thus selecting Team One and Team Two. Or, if the division is fairly even, let the boys compete against the girls.

### Battle of the Sexes

In this game the boys are all on one side and the girls on the other. The teacher (who gives out the words) must not signify in any way whether the player has spelled the word correctly or not.

The teacher gives a word to the first girl. Even if the girl misspells the word, the teacher gives a new

word to the first boy on the opposing team. If the boy has noticed the misspelling of the word, he spells that word correctly instead of the new one and takes the girl who misspelled the word as prisoner on his side. However if the boy fails to notice the error, the second girl in line may spell the word correctly (instead of the new word which has been given *her*) and save her teammate from becoming a prisoner.

The boy or girl who corrects a misspelled word may choose whether he wants to take a prisoner or redeem one of his own team-mates from the enemy's prison.

Prisoners are not allowed to spell or to indicate in any way whether a word is being spelled correctly or not.

At the end of the game the winning team is the one which has the larger number of prisoners.

### Climb the Ladder

This game has several advantages over the conventional spelldown: Each child is responsible for every word, and the complete attention of everyone is required at all times instead of just at the time the player's turn is approaching.

The players are arranged in one line instead of in two teams. They should be arranged alphabetically by name or by drawing numbers, so that there is no evidence of favoritism in placing some children in the choicest spot—at the beginning of the line.

The teacher pronounces each word and uses it in a sentence. The first pupil spells the word. The teacher does not indicate in any way whether or not the word has been spelled correctly. (She must be especially careful in checking the misspelled word to be sure that her checking cannot be seen by any pupils.)

If the word is misspelled, and later it is corrected by a person farther down the line, the child who corrects the word has the opportunity of moving into the place of the person who misspelled the word, and the child who missed must go to the foot of the line.

This game can be continued from day to day or from week to week. The same positions are taken for the new game as at the end of the last game, except in the case of the win-

ner. He must start at the foot of the line and work his way up again.

### Dictionary Race

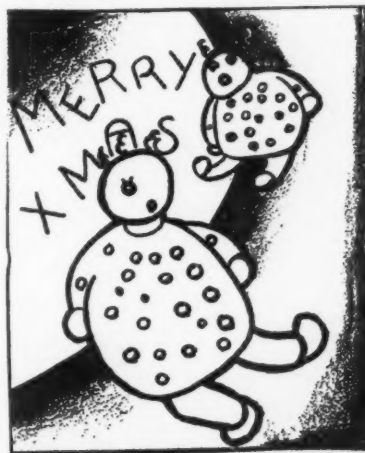
Though this is not a team game, it is a good method of pepping up the spelling period.

The teacher should have a list prepared of about half a dozen words whose definitions are difficult enough and interesting enough to merit looking them up in the dictionary. Tell your pupils to have their dictionaries ready. Then put the first word on the board. The first child to find the word will raise his hand and will presently be given an opportunity to read the definition aloud. After the definition has been read, others may volunteer to give the best *brief* definition or *synonym* for the word which has just been looked up.

All six of the words should be looked up in this way.

Then the spelling of the words should be discussed and the children should be given an opportunity to study them. At the end of the period, the teacher may give a short test on these words—a different kind of spelling test, in which the teacher gives a synonym or definition of the word to be spelled, instead of naming the word itself.

(This is the second of a series on games. An article on geography games appeared in the November issue of JUNIOR ARTS & ACTIVITIES. Have you invented or inherited any games which you would be willing to share with other teachers? If so, we should like to know about them. Any games which you use for the "stretch period" will be especially welcome.)



# Twelve days of Christmas

From A Little Carol Book.  
Edited by Mary C. Rosebrook and others.  
Delaware, Ohio:  
Cooperative Recreation Service.

Traditional

English Folk Song

The first day of Christ-mas my true love sent to me A  
par-te-ridge in a pear tree. The second day of Christ-mas my  
true love sent to me Two tur-tle doves and a par-te-ridge  
in a pear tree. The third day of Christ-mas my  
true love sent to me Three French hens,  
Two tur-tle doves and a par-te-ridge in a pear tree.

3rd to 12th

3 to 12

D.S.

The fourth day of Christmas my true  
love sent me

Four colly birds, (to 3)

The fifth day of Christmas my true  
love sent to me

Five gold rings, (to 4)

The sixth day of Christmas my true  
love sent to me

Six geese a-laying, (to 5)

The seventh day of Christmas my true  
love sent to me

Seven swans a-swimming, (to 6)

The eighth day of Christmas my true  
love sent to me

Eight maids a-milking, (to 7)

The ninth day of Christmas my true  
love sent to me

Nine drummers drumming, (to 8)

The tenth day of Christmas my true  
love sent to me

Ten pipers piping, (to 9)

The eleventh day of Christmas my  
true love sent to me

Eleven ladies dancing, (to 10)

The twelfth day of Christmas my true  
love sent to me

Twelve lords a-leaping, (to 11)

Twelve of your pupils can have a  
lot of fun with this song at the class-  
room Christmas party, and their  
audience will have just as much fun.

The child who has the first verse  
enters first and sings, "The first day  
of Christmas," etc.

She carries something (the more  
ridiculous, the better) to represent  
the gift. For instance, the partridge  
in the pear tree might be represented  
by one of Mother's old feather hats,  
perched on a pine bough.

When the child has sung her verse,  
she remains standing on the stage  
in readiness to add her individual re-  
frain, "and a partridge in a pear  
tree," to the verses of the next eleven  
singers.

When the first child has sung, "a  
partridge in a pear tree," the next  
child enters and begins, "The second  
day of Christmas," etc. After she  
has said, "Two turtle doves," the first  
child immediately holds up her  
branch and adds, "and a partridge  
in a pear tree."

As the verses continue, each child  
adds her own gift each time to the  
one mentioned by the latest singer,  
so that on each occasion the final  
line is "and a partridge in a pear

(Continued on page 44)

## poetry

### Parcel Song

*James Steel Smith*

String, string  
(Snip! snap!);  
Over, under  
(Flip! flap!);  
Scissors, scissors  
(Whick! click!);  
Then off to the postoffice  
(Quick! quick!).

### A Mistaken Idea

*Belle D. Hayden*

Mother Nature's helpers  
Are working in the sky.  
All the little Cloud-Elves  
Are busy up on high!

They're shaking out the pillows  
From all the Star-Sprites' beds,  
And bits of tiny feathers  
Come floating on our heads!

They do their many duties,  
And tidy all the place,  
And dust the "special" pieces  
With all their clever grace.

And folks who know no better  
Cry, "Oh, see the snowflakes fall!"  
But WE know they're mistaken—  
For it isn't that at all!

### Christmas Window-Shopping

*Ida Tyson Wagner*

I saw a cowboy suit, some boots,  
And a big blue horn that really toots!  
A jack-in-the-box that jumps out with  
a pop,  
And a little red train—it can go and  
stop.  
Some blocks, just right for Tim—  
he's three,  
And a wagon with room for Nancy  
and me!  
So many things—a dancing doll,  
A drum, I can't remember all,  
But I hope each toy finds a place to  
stay  
And a child to love it by Christmas  
Day.

### Icy Day

*James Steel Smith*

We slide where it's slick,  
We slip where it's slippery,  
But suddenly stop if our shoe-soles  
are grippery—  
Ice! Ice!  
Cool, smooth, and nice  
For sliding and gliding when the  
weather turns nippery.

# Courtesy caught or taught

Some suggestions  
for developing  
habits of  
courtesy in  
your pupils.

For the sake of a smooth-running classroom, if for no other reason, children must be taught manners. They must learn not to interrupt, not to break through a group, how to open and shut doors properly, care of clothing, cleanliness, and neat work habits. After the classroom has become a thing of the past for these children, the manners and good habits which they have learned will contribute toward a smooth-running family life, business life, and social life.

The emotions of young children are easily aroused and are sensitive to guidance. During the elementary school years the teacher can help children develop desirable attitudes, such as gratitude (expressed by "thank you"), acknowledgment of authority ("please"), and acknowledgment of the rights of others ("excuse me").

As manners are habits, they are formed according to the patterns of habit formation:

1. There must be sufficient motivation. The child must see for himself the advantage of courtesy.
2. There must be a pattern for him to follow or a demonstration given of what he is to do.
3. An opportunity must be given for him to practice the good manners which he is attempting to cultivate.
4. There should be an evaluation to determine which of his efforts take him nearer his goal.
5. Feelings of accomplishment, satisfaction, and success should accompany his efforts.

In order to develop some practical methods for forming habits of courtesy, we shall take up each of these steps in somewhat more detail:

## Motivation

Children are more willing to learn something if they feel that there is a real need for them to learn it, or if they can see any benefits to be gained from the learning. Small boys, especially, may consider courtesy as unnecessary a nuisance as a bath unless the teacher brings to his attention some of the benefits which accrue from courteous conduct.

The teacher might point out to her pupils that manners are a grown-up skill. Children with good manners are acting grown up; mannerless children are acting like their baby brothers and sisters who have not been

in the world long enough to understand about courtesy.

Encourage children to think of manners as good, usable tools which will help them get where they want to go. This may seem to be a shallow precept; it may seem to stress the outer veneer rather than the inner sincerity of the courteous act. But remember that the outward expression often leads to the inner emotion, just as the forced smile often turns into a real one.

Tell your pupils—and it will be the truth—that the job with the best future is given to the person who has accomplished manners and an engaging personality in addition to the technical training for the job.

For the benefit of those children who feel that the outward signs of courtesy are trivial, unimportant, and totally unnecessary you might compare these small courtesies to the tiny drop of oil which makes the machinery run smoothly, or to the shock absorbers on the automobile which cushions the bumps and makes the trip more enjoyable.

Good manners are an obligation. It is the obligation of everyone to contribute, physically and mentally, to the comfort of anyone with whom he comes in contact. Rudeness is inexcusable. Try to picture a society in which all of its members tried to offend one another instead of helping one another.

Boys and girls alike wish to be accepted by the group. They want to be popular, to be elected to office, to be invited to social gatherings. Good manners will not only help to "win friends and influence people" but will give one self-possession and poise in a social situation. Let us by all means, however, distinguish between the real courtesy of genuine consideration for others and the tongue-in-cheek hypocrisy and flattery which may be consciously used to "win friends and influence people." Courtesy may be more meaningful to the child who knows that the word "courtesy" is derived from the French word *coeur* (heart), which implies that the courteous person is acting upon heartfelt motives of friendliness, understanding, and consideration.

## The Pattern or Demonstration

The teacher is the pattern; her every action is a demonstration.



Each teacher should try to set a never-failing example of courtesy. Without this example, the most elaborate program of courtesy-teaching will be ineffective.

It has been said that courtesy is caught rather than taught. Certainly the manner of the teacher is extremely contagious. Children will readily imitate a soft voice and pleasant manner, the use of "please" and "thank you" when speaking to anyone (whether it be pupil or adult), and an attitude of consideration for the rights of others. They will be just as quick to imitate the brusque commands issued in an unpleasant tone, and the dictatorial attitude.

When children become truly interested in finding out what is the proper behavior in situations which may confront them outside the schoolroom, they will make use of many sources to find the answers to their questions or examples of what they have been discussing.

In the movies and at the theater they will see correct manners in introductions, social dancing, perhaps they may even witness a court presentation. They will see evidences of incorrect manners, too, on the stage and screen as well as in the audience and will probably find that on the screen the unmannerly person is the villain, the boor, the comic character and in the audience he is an unpleasant person who has detracted from the enjoyment of the show. Give the children an opportunity to act out what they have seen and discuss it. Dramatic play or a skit during the day will be fun for both children and teacher and will make the study of manners more vital and interesting.

Your children may also enjoy the opportunity to discuss and dramatize the behavior of other individuals (or even their own behavior) at dances, parties, movies, sports events, or on dates (and don't ever think your elementary children don't have 'em!) If one of your pupils has recently taken a trip by train, plane, bus or auto, let him give a demonstration of correct dining procedures, etc. Courteous use of the telephone and radio, the writing of letters, and consideration within the family might also serve as the subject of skits. The school, church, street, and public buildings may provide the background for other dramatizations.

A question box might be set up to give additional opportunity for questions and discussion. Introduce your pupils to Emily Post's famous Blue Book and let them try to answer their own questions.

There are some good books on etiquette which are intended specifically for boys and girls. The lively and humorous approach of some of these books will help convince your pupils that manners can be fun.

### Practice

The child has the opportunity of practicing courtesy during most of his waking hours. The school playground is an excellent practice field for manners, and it is the place where the child is most apt to forget them. "Get off that swing!" "Gimme that ball!" "Take my books into the room!" Try giving your pupils a demonstration some day of the way they sound. It will wake them up. They'll think your imitation is very funny, but see if it doesn't make an impression! Or give them a sample of the way *you* would sound if you yelled at them as they yell at one another.

The school cafeteria provides another fine opportunity for the practice of correct eating habits, the saying of "please," "excuse me," and "thank you," and the practice of restraint when one feels the urge to push ahead or jostle another person or go galloping down the hall to get into the lunch line first. In some schools, middle- and upper-grade children act as host and hostess at each table. They are supposed not only to set examples of good behavior but also to encourage interesting and suitable table talk.

In the absence of an actual practice situation, the teacher may create artificial situations in order to give the children an opportunity to practice telephone conversations, train trips, etc. in the classroom with make-believe equipment.

### Evaluation

An evaluating discussion should take place often—probably every day. What are we doing that is courteous or discourteous? How is it affecting our class organization and our relationships to one another? What can we do to improve the situation? How are we more courteous than we used

to be? Such a discussion undoubtedly lead to personalities, which brings us to the next step.

### Satisfaction

During a discussion of courtesy someone is almost sure to mention "Jim acts better than he used to. Last year he was a mess!" Not high praise, perhaps, but Jim will beam with pleasure. The teacher will call attention to other improvements which she has noticed. The improvement may be slight and the evidence of courtesy very minor, but the recognition will cause the child to redouble his efforts.

In my own sixth-grade class I had a very dull fifteen-year-old boy who was incapable of doing any academic work whatsoever. But he was able to learn courtesy. He was always the one who gave a chair to the visitor, who carried the books of the heavily-laden teacher (*any teacher*), and who thought up considerate things to do. The pupils soon began to mention his many courtesies and to tender him a certain amount of respect which had been lacking when he used to spend all of his spare time on deviltry. Our dull boy glowed like a neon sign with pleasure at the recognition which he received as a result of his courteous behavior — recognition which never could have been gained by scholarly achievement.

Children think it is fun if the teacher appoints a "courtesy reporter." No one in the class knows his identity. At the end of each week, let your reporter give an account of the consistent good manners or the special act of courtesy "beyond the call of duty" which has caused him to nominate a certain pupil for the courtesy banner. One of the children will undoubtedly volunteer to make the banner, which may be hung on the chair of the courtesy champion.

We hope that no teacher will feel even the smallest twinge of guilt for the time she takes from subject teaching in order to teach courtesy. The teacher must be an opportunist and seize the right moment to show the child, in a concrete way, the courteous thing to do.

The only children who will not profit more from the learning of courtesy than from the learning of facts are those who will spend their

(Continued on page 46)

# Weather in December

by Anna Cutler

"Shall we have snow on Christmas?" This is the question which children in New England and many other parts of the United States ask their parents and teachers. Many times the answer is "Yes" for, in these sections, the winters are cold and snow storms are by no means an uncommon event.

But what about the places where there is no hope of having snow on Christmas? Even in the United States, there are some sections where the snow never falls. The map on page 21 shows regions which may expect snow on Christmas. Some places may have cold weather, rain, and perhaps sleet; but snow rarely falls there.

Then there are those sections of the United States in which bright sunshine and warm weather prevail even during the winter months. Here a favorite diversion on Christmas and during the holiday season may be swimming. Children in Florida and southern California often enjoy swimming when their friends in the North are skating on frozen ponds and coasting down snowy hills.

Did you ever wonder why some parts of the United States are warm even in winter? It is very easy to remember that our earth is heated by the sun. Around the center of the earth, the rays of heat from the sun strike the earth most directly. Therefore, it is very hot there. That section of the world is called the Torrid Zone. The nearer one lives to the Torrid Zone, the hotter it becomes. That is why in Florida and the southern part of the United States the weather at Christmas is unlike that in the North.

While the reason just mentioned is the principal cause of warm weather in the southern parts of the country, there is another thing which also helps to make Florida and the states which border the Gulf of Mexico warm. This is the Gulf Stream, a wide area of water which is always very warm. It heats the air above it so the winds off the Gulf Stream heat the surrounding land.

Christmas wouldn't be half so festive a holiday without the traditional flowers and shrubs to decorate homes, schools, and churches. Where do

these flowers grow? Where do the mistletoe, holly, and poinsettias grow?

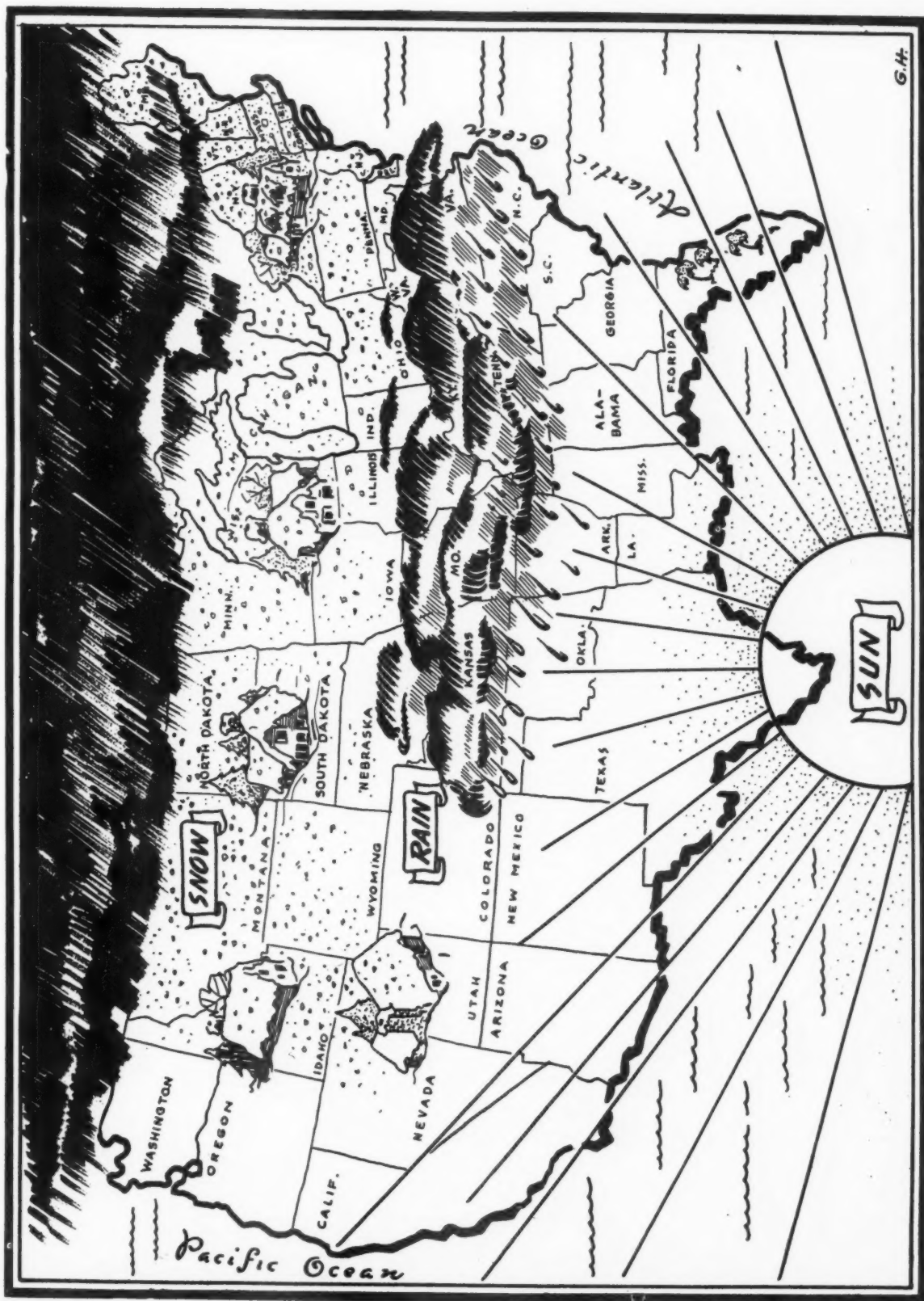
Of course, everyone has seen fir trees—everyone, that is, who lives where there are any trees at all. For fir trees or varieties of firs grow almost in every part of the United States. But if you live in Massachusetts, have you ever gone out into the garden just before Christmas and picked a bunch of poinsettias to decorate your house? "Of course not," you say. Then, do you know where boys and girls *can* pick bouquets of these flowers? Strange as it may appear, poinsettias are natives of Mexico and if you live in the South, you may have seen them growing in gardens.

Mistletoe is a parasite; that is, it feeds on other plants. In the New World, almost all the mistletoe comes from the southern and tropical sections. Some of it, however, may be found as far north as New Jersey.

As for holly, it grows along the Atlantic coast from Massachusetts to Florida; but the plants are largest in

(Continued on page 46)





# Alex Johnson's Christmas

A play  
for middle  
and  
upper grades  
by  
Jessie Forster

## Characters:

ALEX JOHNSON—Fourteen years old, who has sprained his ankle. Usually has a bright outlook.

MARY JOHNSON—Alex's sister two years younger; calm and cheerful.

JENNIFER LAWRIE—Mary's best friend; gay, happy and lovable.

DON FERGUSON—Alex's closest friend.

BOYS AND GIRLS—Friends to help decorate the tree and room.

TONY BECKER—Speaker for the Carollers.

CAROLLERS—Ten or more children to sing.

TIME: The present; a few nights before Christmas.

SCENE: The living-room of the Johnson home. Alex is seated near a light trying to read a book; disappointment and resentment showing in his face. His bandaged foot is resting on a stool. Mary, his sister, is standing near him, dressed for outdoors. She is tying a kerchief over her head as she looks down at Alex a bit bewildered.

MARY: Don't look so downhearted, Alex. After all . . . a sprained ankle isn't exactly the worst thing that could happen to you.

ALEX: It isn't exactly the best thing either, Mary! Look at me! Four days till Christmas and I sit here as though I . . . as though I had the gout!

MARY (*Giving a final twist to her kerchief*): Yes, I know. But, just try to think it could be worse! (*Crosses to door, turns*): I'm running down to Jennifer's, Mrs. Lawrie said we could have some ears of corn for popcorn balls.

ALEX (*Disgusted*): Won't that be too, TOO thrilling!

MARY (*Warningly*): If you aren't careful, Alex Johnson, I won't hurry back. There are other things I can be doing.

ALEX: Well, gosh, Mary . . . CHRISTMAS! All the gang out having fun . . .

MARY (*Giving him an understanding smile from the door as she goes out*): Keep your chin up, Alex.

*Exit Mary*

(*Alex closes his book with a bang. Gingerly he lowers his hurt foot to the floor, winces in pain and is glad to rest it again on the stool. A knock. The door opens and Jennifer Lawrie looks in merrily.*)

*Enter Jennifer Lawrie*

JENNIFER (*Happily*): Hello, Alex!

ALEX (*Cheered somewhat*): Hi, Jennifer! Why, just to say your name makes me feel more like Christmas.

JENNIFER: Now, don't you dare say I remind you of a Juniper Bush!

ALEX (*Teasing*): Could be. Jennifer . . . Juniper . . . See what I mean? Say, Mary just left for your place.

JENNIFER (*Tosses Alex a small bag of popcorn ears*): Catch! (*Taking off jacket and kerchief*): I know. I met her at the door. She is bringing us a dish for this popcorn. (*Crosses to stool, sits gently beside injured foot.*)

ALEX: I suppose you want me to shell this stuff—so you won't injure your tender fingers! That the idea?

JENNIFER (*Laughing merrily*): You really have a grouch on! Of course I want you to help. But it isn't to save my fingers, Alex. It's to save your disposition!

ALEX (*Busy shelling corn into paper bag*): What's wrong with my disposition?

JENNIFER: Nothing, usually. Only, I wouldn't want you to make a habit of feeling sorry for yourself. (*Looks at him earnestly*): You're absolutely sunk if you do, Alex!

ALEX (*Lowered eyes*): I'm not down with self-pity!

JENNIFER (*Gently*): I think you're just plain lonesome.

ALEX (*Stops shelling, looks up, sincere voice*): Heck! Wouldn't YOU be?

JENNIFER: Yes, Alex, I would! That's why we thought . . . (*Adds with a rush*)—why we thought it would be fun to make popcorn balls.

ALEX (*Disappointed*): POPCORN BALLS! Excuse me while I count to ten . . .

*Enter Mary Johnson*

MARY (*Gayly*): Company's here. (*Turns to door calling*): Come on in, Don.

*Enter Don Ferguson and Children*

DON (*Happily*): Make way! Here we come. Tree and all!

CHILDREN (*One after another*): Hello . . . Hello, Alex!

ALEX (*Surprised, pleased, overcome—all in one*): Well . . . Hello, there!

DON (*Puts tree on floor, crosses to Alex, slaps him on the shoulder*): Thought we'd surprise you, old fellow. Say . . . how IS the foot?

ALEX (*Excited*): FOOT? WHAT foot? (*Leans forward eagerly*): What's the bundle?



# Christmas chains and trees

by Yvonne Altmann



As everyone is busy at Christmas time, we have made the Christmas decorations very simple, so that it won't take long to make them.

Children love to make chains. Cut strips for them from red and green construction paper and show them how to make a chain. Let them paste them together.

Look at the photograph and see how the ornament fastened to the chain is made. Cut it out of green paper and mount it on red paper.

You might want to make a bell in the center of another one. If so, make the bell and circle on red paper and mount on green paper.

Fasten the ornaments to the chains and pin in place on the curtains.

DON: That, my friend, is evergreen—to make festive the walls of your castle! (Makes a sweeping bow in front of Alex.)

MARY (Looking down at Alex): Isn't this fun, Alex? (Turns to others): Let's start decorating right this minute! (Alex smiles happily as eight or more children set up the tree and begin decorating. They place branches of evergreen—tied with red ribbon bows—over pictures or pin them to the curtains.)

ALEX (To Mary): You knew it all the time! (Mary shakes a little branch of the evergreen at him playfully and goes to work. Jennifer, seated on stool, helps Alex shell corn, front stage.)

JENNIFER: You see, Alex you're one of us. When you couldn't come out to have fun . . . well, we just brought the fun to you! (Sound of singing outside.)

MARY (Running lightly to door, calls out): Come on in! The gang's here!

Enter twelve or more Carollers in parkas

TONY BECKER (Awkwardly . . . teasingly): We bring you cheer, little shut-in! (Adding in usual tone): How goes it, Johnson?

ALEX (Putting his head back, laughing heartily): OH Tony! You couldn't be a dandy if you tried in a thousand years. All I need now—for perfect comfort—is to hear you sing . . . (Adding impishly): Or, CAN you sing, Tony?

TONY: I like that. CAN we sing? (Turns to Carollers): SHOW the lad what we can do!

ALEX (Eagerly): Then make it—"Deck the Hall."

CAROLLERS (Sing one Carol after another. All children join in happily): "Deck the Hall," "The First Noël," "It Came Upon the Midnight Clear," "Away in a Manger," "Hark the Herald Angels Sing," "Joy to the World."

ALEX (Seriously): I take it all back. You can sing all right.

TONY: You know . . . it's so nice here, I wish we could stay.

JENNIFER (turning around on stool): Then, why don't you?

TONY (Pretended groan): Can't! We promised to sing Carols every night. We still have a couple of streets to do. Worse luck.

MARY: I'll tell you what. Come

back in half an hour. The folks will be home then and Mother is going to make us hot chocolate and buttered toast.

JENNIFER: With JAM!

TONY: Not . . . not by any chance . . . STRAWBERRY JAM??

MARY (Laughing): Strawberry jam!

TONY (With a grand gesture): Say no more. We'll be back! Come, my little nightingales . . . (Looks back from door) Thanks, Mary.

ALEX: You know . . . I've been thinking . . .

DON: NO-o-o. Not really!

ALEX (All good humor restored): Strange, but true. (Adding humbly): Thanks for coming tonight.

JENNIFER: Oh, we loved coming, Alex. It was fun!

ALEX: You were right a while back, Jennifer. I was feeling sorry for myself. Guess if I were a rider I'd feel right now that I'd cleared a big hurdle.

DON: Think you were headed for a fall . . . or something?

ALEX: Something like that. (Pause.) I thought every last one of you had forgotten me. And that's a fact. I was looking on the minus side of everything and I was about at the point where there wasn't much left. Things looked pretty grim.

MARY: When friends walked in and made it a night all bright and shining.

DON: Shucks! That's what friends are for! We wouldn't leave a fellow alone, Alex.

ALEX: No-o. But I was selling myself on the idea—that's the point. Talk about your prize blunders! Well, anyhow, it will be a long time before I take a header in the gloom again. It's worse than mumps. Guess I looked as funny, too.

JENNIFER (Eagerly): Oh, Alex! We just wanted to help you get ready for Christmas . . . Why . . . Christmas starts right in your very own heart, Alex.

ALEX: So, I wasn't ready, eh?

JENNIFER: You certainly were not! You didn't FEEL like Christmas . . . Your feelings should be all OUT-going like . . . well, like . . .

MARY (Helpfully): Like sunshine from the sun?

JENNIFER (Eagerly): Why couldn't I think of that! You feel good . . . and warm . . . You love people and

(Continued on page 44)



# Fur bearing animals

A winter project  
rich in suggestions  
for primary and middle grades.

## Children Like Animals

Furred and fuzzy creatures with bright eyes and often comical movements, usually fascinate children. The wise teacher will make use of this interest to motivate the language lessons where the child learns to make an oral report on his observations. From these early lessons on their pets and the tame animals near their homes, children will naturally acquire an ever-widening knowledge of animal life elsewhere, without direct contact with nature, through reading.

Man's civilization is so closely interwoven with the domestication of animals that a study of foods, shelter, clothing and transportation naturally revolves around the study of four footed mammals. In the beginning, man worshipped animals, either because he feared their strength, or because he found them useful. A clan animal of the Indians was represented by a totem, but there was little worship of the animals, merely respect for their qualities. They were Hiawatha's "Brothers" and the Indian disdained the steel trap introduced by the white men and used the deadfall for taking the life of the fur-bearers without causing them undue suffering. He always killed at close quarters, and begged the pardon of the animal for so doing. He killed only to exist and looked on the white man as a destructive agency, destroying the life of the wilderness for selfish gain without thought of coming generations.

All literature, song, and the arts in general reflect man's observation of the habits of animals; and excursions, reading, and pictures will stimulate the pupil's interest not only in animals near at hand, and now existing, but in those huge creatures also, who walked our earth in its infancy. Animals belong to families just as children do, but they have not learned to enjoy the privileges of family life and outside of the care of the mother in their childhood, animals are not particularly social one with the other. Animals are spoken of as belonging to species, instead of families, and these species living in regions far apart become somewhat different in their characteristics.

## Animals and Their Habitat

In adapting themselves to their localities, animals differ in the way they move about, in their feeding habits, and in the selection of homes. Many of these regional adaptations came through the animal's necessity to escape enemies. The kangaroo takes long leaps, as does the flying squirrel. Some band together for protection, as the deer and packs of wolves, some seek feeding grounds in herds when the migrating season comes. Desert animals have tissues which store water, and drink a great deal when water is at hand. Camels store up food in their humps, and they are a light sand color, as are others who live in the desert where there is little vegetation to hide their movements. The

burrow animals who are small keep away from the sun, coming out only after dark. The dormouse can shed its tail to escape.

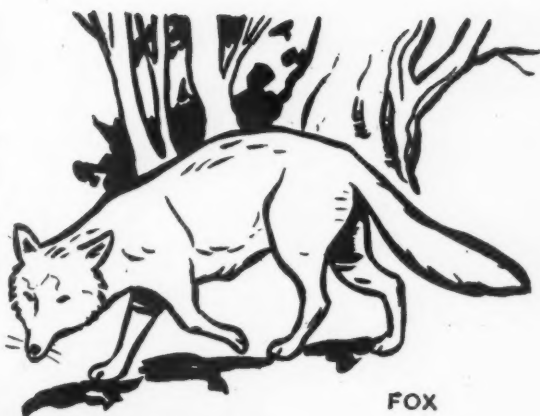
The fawn of the woods is spotted like the sun-flecked bushes in which it hides. The stripes of the tiger and leopard match the shadows thrown by the sun, and for better protection, the baby lion is born with spots. The skunk and the llama use an offensive odor for defense. The coloring of the Arctic animals changes to white in winter, as the ermine which is yellowish white in summer. The polar bear, however, remains white the entire time. In other instances, feet have been modified so animals can climb trees or swim.

The whale, once a small land animal is a most remarkable instance of this adaptation to locality. He has lost most of his fur, his fore legs have become paddles and he has lost his rear legs altogether. His feeding habits have given him plates to strain the water of small fish, unlike the teeth of the seal adapted to catching larger fish, and those of the walrus used for crushing clam shells. Seals who have not lived in the water as long as whales or manatees have no external ears while the fur seals, another relation, have little pointed ears. The true seal's fur is not as valuable as the under-fur of the fur-seals from which a valuable sealskin coat is made. When tails have not been needed they have disappeared, while

*(Continued on page 26)*



JAGUAR



FOX



BEAVER



POLAR BEAR



RABBIT



RACCOON



TIGER

in other instances they have changed to aid the animal to hang from trees, like the opossum and monkey. Any type of wild life has found it necessary to adapt itself to the surroundings in order to survive at all. When children see how dependent upon people tamed pets are for food and shelter, they begin to realize the struggles wild animals wage in their search for security.

### Conservation of Wild Life

While the pioneer settler made use of animals for food and clothing, they found them an obstacle to settlement, being a menace to both the life of man and the life of cattle, sheep, and horses. Though gentle creatures, the deer ate the bark of young trees, so forest fires were set in a circle to close in and trap them. Their hides were in great demand in England, and so many were killed, they soon sought protection in the northern woods of Michigan. Much of the destruction of wild life was uncalled for and many species once found in North America are now extinct. This is true of the buffalo who now occupies the National Parks. The bear, the wolf, and the mountain lion preyed upon the cattle of the western ranchers and while furnishing furs for clothing, were not otherwise useful.

### The Indian and His Animals

The Indian was much influenced by the migrations of the buffalo, being dependent upon them for clothing and food, and followed them as they migrated. When the tom-toms proclaimed a victory over the buffalo the squaws took off the skin with their stone hatchets and stretched it on the ground, fur side down, and fastened it tight with pegs along the edges. With a sharp bone or stone they scraped off all particles of flesh and rubbed it an entire day with liver, fat, or the brain of a deer to soften it. It was left two or three days so the grease would sink in, then it was dried at a slow fire, being rubbed meanwhile with a stone to soften it. After this it was smoothed still more by being rubbed around a taut rope of horse-hair or braided leather, and finally polished by pumice stone. Deer skin was treated the same way except that it was placed over a slow fire covered with green sumac boughs,

and smoked to a golden brown in color. It retained the smell of smoke which repelled mosquitoes and moths.

Other squaws cut the buffalo meat into strips to be dried in the sun on poles, then stored it in skin bags. The bones were gathered and cleaned to be made into tools. Bones and horns made hoes, scrapers, and fishhooks. Glue came from the hoofs, also rattles for the dances. When stone was scarce, arrow tips were made of the bristles, and other weapons from the horns. The hair stuffed saddles and the robes served as beds.

Tents, bags, boats, shields, snowshoes, cooking bottles, and robes were all derived from the buffalo. The deer, fox, beaver, muskrat, squirrel and other small animals furnished leggings, shirts, trousers, dresses, caps, and moccasins. The sinews were used for thread, bow-strings, and fish lines. Thus the buffalo provided almost all things for the Indian. He called fish, quail, fruit and vegetables the "nothing foods" and took his dried buffalo meat, pemmican, pounded to shreds and packed in a buffalo skin bag to sustain him on long journeys, along with parched corn.

The Indian women hunted things stored by the mice and muskrats, such as dried wild berries, bulbs, and roots. When she cooked them she lined a hole with skin and filled it with water, then threw in hot stones to keep it boiling, the cooled stones being removed as hot ones were added.

The Indian can prophesy the weather by observing the habits of the woodchuck and beaver, and the early ripening of winter berries. The beaver and muskrat build their winter homes early; and about the first of October the woodchuck goes into his winter sleep. If he goes early, early winter is predicted and if he looks for his shadow on Candlemas Day and sees it, he returns to his lair and takes six more weeks of sleep. Like other hibernating animals he has stores of fat in his body to live on until spring.

Moose and caribou supplied much of the food of the Indian in the far northern woods, and of the Eskimo natives. Otters, mink, beavers, sable, ermine, and wolverines, all valued for their fur, were found in large numbers in the forests of Alaska, but most of them have become very rare.

White hunters have killed so many of the wild animals it was found necessary to send reindeer from Siberia into Alaska to keep the Indians and Eskimos from starving. When the United States purchased Alaska from Russia, it was referred to jokingly as a "polar bear garden" but other northern animals are very valuable. Since the voyage of Vitus Ber- ing to the Arctic regions in 1741, the seals of that region were slaughtered in such numbers they would have been extinct had not Canada and England, Japan, and the United States entered into an agreement to protect them.

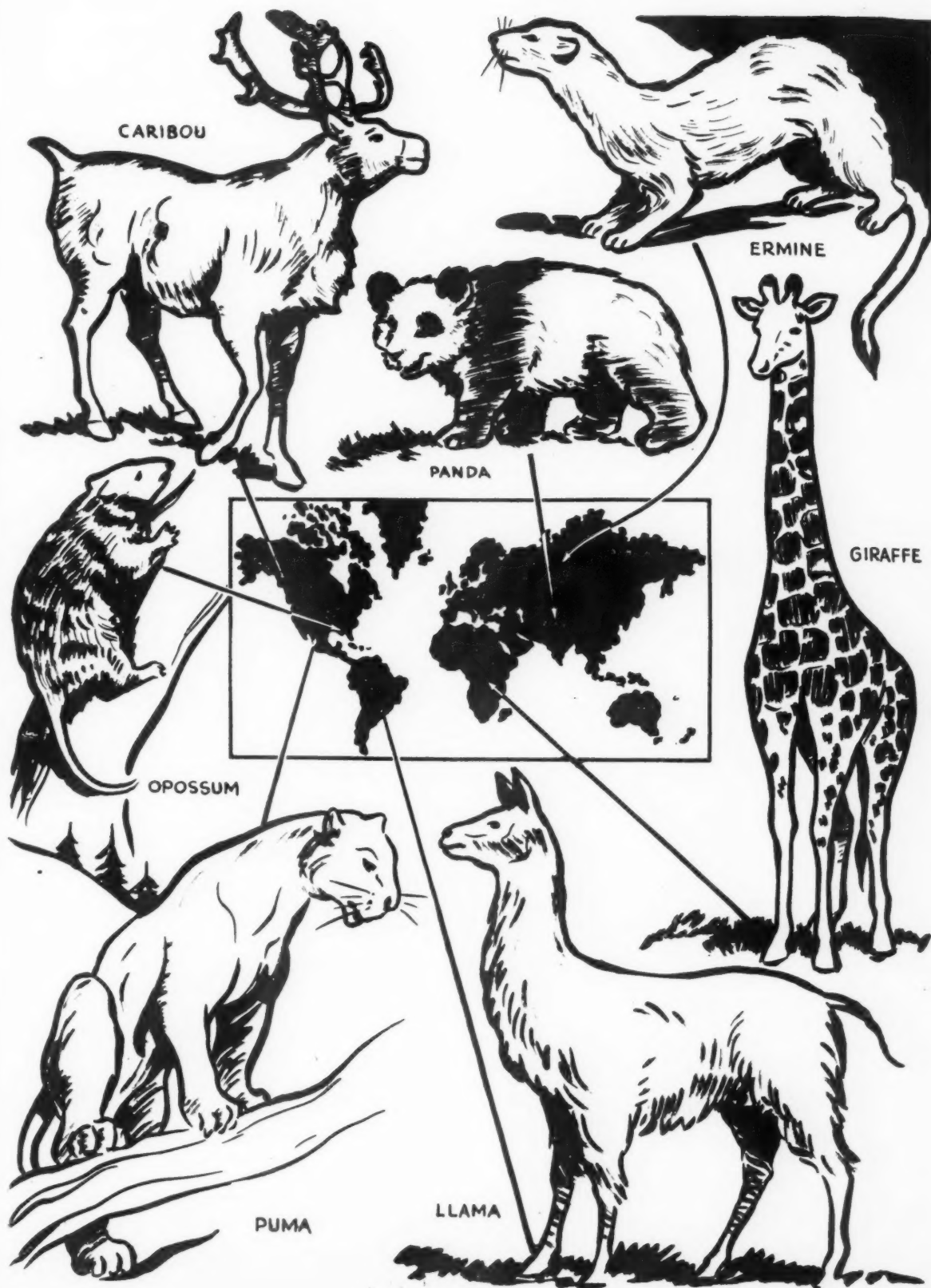
### Wild Animals Elsewhere

Half of Alaska is inhabited by Eskimos who live near the Arctic circle and most of their belongings are provided by animals. Bones make the framework of boats, and of sledges pulled by dogs. Furs keep out the cold when hung on the walls of the igloos, and snow blocks covered with furs serve as a bed. Animal fat is burned in the lamps with their wicks of moss. Caribou and seal furnish fur for the parkas, or hooded coats, and a piece of bone threaded with sinews for thread is used to sew them. Boots are made of untanned sealskin chewed each morning to keep them soft. Tusks of the walrus supply ivory for knives and other tools, such as ice-picks, combs, and frames for goggles to protect the eyes from the glare of snow. In fact, the polar animals are the Eskimo's department store where they procure every needed article. Even the intestines of the animals are used to fashion a waterproof coat, and spears and bowstrings which help in their capture, are made from bones and skins taken in a previous hunt.

Life in the desert is dependent upon supplies furnished by camels and goats. Besides using their milk and flesh for food, churns for the butter are fashioned from the skins as well as water bags and saddles. Rope, tents, saddle blankets, sacks for holding grain, and rugs are made from the hair. Camel's hair brushes are in great demand with all artists. Camel caravans are used for travel.

Life in the Jungle is not so dependent on animal supplies, but it

(Continued on page 28)





makes use of the elephant's superior strength in work, and in hunting the large game which supplies our menageries and circuses; tusks make ivory ornaments; tigers make rugs. Zebra rugs have become popular, and zebra flesh is eaten for food in the jungle. The flesh of the long necked giraffe is tender but his hide makes the toughest of leather and therefore very valuable.

### The Zoo

Most of the adventure and romance connected with wild life fades before the cage doors of the zoo. But without such a place few children would have the love and sympathy for animals which follows after a visit to such a fascinating place. When the little clownish Panda, wayfarer from distant China, died in Chicago where thousands of children had laughed at his childish animal antics, few eyes were dry as old and young mourned its passing. Who can say that this visitor to our shores had not served a worth-while sentence while caged on a foreign soil, a destiny to improve a child's character by calling forth "the broadening sympathy which is, after all, the law of love."

### The Fur Industry

From an economic standpoint, most of the carnivora, large and small have valuable fur coats. Traps that will take them without injury or kill instantly, are now available so that the cruelty of trapping is passing. Fox farming is a new industry and the tabby cat becomes a foster mother when the fox mother threatens to kill her young. Dyers boast they can now imitate any known fur by using a rabbit skin. Marten and sable are the most costly furs; black fox is one of the finer furs but does not wear well. Skunk is used for collars and scarfs, for the fur does not keep the odor associated with the animal. Persian lamb comes from Persia and the mountains of Tibet and Mongolia; chinchilla fur is from a rodent like the rabbit which lives in the Andes of South America. From Central Asia comes astrakhan, baby lamb, broadtail, and gray Krimmer.

Hats of felt are made from the fur of rabbits, hares, muskrats and beavers. England, Scotland, Australia, Argentine and France sell furs to be

made into felt. (See "The Clothes We Wear," Carpenter, American Book Co., for how hats are made.)

American laws have been passed to prevent fraud in dyeing furs. Muskrats, rabbits and even cats have had their fur passed off for sealskin; marmot has become mink, wolf's fur masquerades as fox, and the badger's fur has been dyed dark brown with white hairs inserted to make a silver fox.

*How to use the unit:* Divide the subject as follows: (The squirrel is so common in rural districts and on city streets it is chosen as an example to be followed with other animals.)

### The Squirrel

#### APPEARANCE:

Bushy tail to balance it while climbing; to sit quietly; to help it jump through air (like the rudder of an airplane); serve as a blanket when sleeping; as a towel to wipe its face after eating. Hind legs are long and strong to jump and climb and to serve as a firm seat while cracking nuts. His head is small because he goes head first up a tree and can easier dart into a hole head first if frightened. His eyes are on the side of his head so he can see nuts and enemies without moving. His color is a protection so when he "freezes," or lies flat against the bark, he is almost invisible. Riley, the poet, said only his "own tail tells on him."

#### FOOD:

Nuts, apple seeds, peach and cherry pits, pine cones and sometimes, bird eggs and nestlings. He hides his food in hollow trees, grape vines, in loose bark, in crotches of trees, and in the ground; and sometimes forgets where he puts it.

#### CHARACTERISTICS:

A saucy roisterer whose tail expresses surprise, anger, and joy, and which questions all its owner sees. He likes to chase birds for fun, to scold cats, to bite off fruit and tufts of leaves to see them fall. He is very thrifty like the chipmunk, in contrast to the wild rabbit who steals his food.

#### OUTCOMES:

Renew in the child the ennobling instincts which a study of small life reveals, the thrift, the patience and endurance when it "freezes," the fortitude in face of danger. Need for providing food for winter feeding of wild life. Attitude of protection

against hurting or killing harmless animals.

### Primary Grade Activities

Sense material. Pets in the home and tame animals. Observation of animals in immediate community and effect of seasons on animals. How to provide protection when needed.

#### LANGUAGE LESSONS:

Conversations about dogs, kittens, rabbits, squirrels, and other pets; visits to the zoo and circus. How to keep pets clean and healthy: how caged wild animals are kept healthy. Shelters such as kennels, cages, caves, barns, etc., where a home provides safety and food, only, as compared to comforts and companionship of children's homes. Comparisons of mother's way of providing food in child's home with nature's way with animals; the father's preparations for winter; the animal's hibernation, storage of food, and search for shelter. How tame animals have a warmer coat for winter and wild animals have more covering to keep them warm and protect them from attack.

#### ARITHMETIC:

Price of supplies for feeding pets; measuring size of shelters for pets. Watching temperature of room and comparing difference in degrees on thermometer to realize difference between cold of outdoors and warmth of room.

#### HEALTH:

How cleanliness protects; how rats transfer germs, and skunks eat garbage and help to keep surroundings clean. Diseases of animals.

#### SCIENCE:

The wild relatives of the pets; advantages of different kinds of locomotion; how teeth, limbs, claws, hoofs, horns, antlers, color, and odors protect; keen sense of hearing and smell.

Coloring and texture of fur. Habits and responses to situations. Contributions to mankind. Habitat as affected by climate and surface features.

#### ART:

Observe similarity of body construction of animals; discuss color, line, and proportion. Draw pets and circus animals and develop into black-board borders, booklets, or clay and wood toys. Use crayon to make free drawings in mass, directly on paper. Use tempera on large sheets to make



frieze around room. Discover the difference in the general mass of various animals, as the rabbit compared with a dog, etc. Tear or cut paper animals for a peep show or picture show, drawing appropriate landscapes to show habitat.

#### RELATED CREATIVE EXPRESSION:

Stories and poems about animals; pictures to illustrate booklets, and for posters; guessing and illustrating riddles; singing songs and learning animal rhythms. Arrange sand table to show woods and swamps and the plants animals eat, as berries, bulbs, leaves, stems, and tree bark.

#### CULMINATING ACTIVITY:

- I. Keep a pet in the room, as a rabbit, or hold a Pet Show.
- II. The Eskimo and the Fur-Bearers. How they contribute clothing, shelter, food, and transportation.
- III. The Indian's food and shelter provided by animals; use of skins, furs, and claw trimmings.
- IV. Life in the hot wet jungle; life in the desert; placing animals in proper localities and how they are useful to man.

#### Middle Grade Activities

Relation of man's explorations to animal's migration. The passing of the buffalo on the plains. The building of trading posts in northern woods and the economic interpretations, as establishment of various fur companies. Sanctuaries for game animals, as National Parks and Preserves. Protective game laws. Big game of own state; fossil records.

#### ACTIVITIES:

Posters for Prevention of Cruelty to Animals. Collection of stamps picturing animals of various countries.

#### Upper Grade Activities

Animals of the world. Odd Australian animals and those introduced by the English, as the camel, rabbit, and deer. World trade in furs; degrees of efficiency in transportation due to isolated or accessible places. Quality and textures of various furs and values. Purchase of Alaska and results in fur trade. The Behring Sea Commission.

#### ACTIVITIES:

Plaster of Paris plaques of animal tracks. Illustrating a science paper. Soap Carvings of Animals.

This perpendicular unit can easily be extended downward through the

grades and is adapted for use in a one-teacher school or in a system. It is possible to integrate all subjects studied for a period of time. Correlation of subject matter is on the increase in small schools as a saving of time is necessary, and the unit is a modern device for the reduction of classes. While studying their pets the younger children profit as much as the upper grades which combine geography, social studies, reading, and history. Art is taught as the need arises so the unit presents a unified program and each child participates on his own level of ability.

The teacher will find the pictures showing animals in various poses, a great help in carrying out the variety of projects that begin with this unit. The important idea is that they be integrated with other interests both in school and in life outside, so they unify the activities of real living. They will first serve as mounts for the bulletin board.

In the construction of booklets to record information about pets and other animals, they will furnish ideas for an appropriate cover or for free hand illustrations.

To make a frieze showing how animals figure in the life of the Indian and Eskimo, and in the jungle and desert, have the children work in groups. Paste several full sheets of unprinted newspaper together and fasten to blackboard with adhesive tape. Four or five children should work together, planning what should be chosen for each picture and what part each child should draw.

The wonders of nature might be depicted in a movie. Attach the free end of a roll of wall-paper on a roller and stretch across a wall space. The open end is attached to another roller and gradually the paper is wound from one roll to another, as the drawings fill the space. Cut-out shadow plays are excellent for primary children, the animals illustrating some favorite story or poem. Higher grades after consulting the world map showing where several of the best known animals live, will acquire a knowledge of the important part geographic factors play in man's occupations and might paint panels showing how animals have aided in their work. Animals made in any medium add much to the showing of puppet plays.

(Continued on page 44)

# A mechanical Santa Claus

by Golda Gaskins

Any child old enough to guide a compass such as is used in all geometry rooms is old enough to make a mechanical Santa Claus.

Give each child two sheets of red construction paper, a piece of ordinary drawing paper, a compass and pencil, a pair of scissors, some crayolas, cotton, and paper brads.

A big red circle makes the body. A smaller circle of the drawing paper and you have the head. The legs are just some more circles, as are the arms, hands and feet. Even the cap is a jaunty red circle perched at an angle on the old fellow's head.

The paper brads will hold the parts together and yet permit them to be moved about by the children. The crayolas are used to make the face which can also be made of circles. The cotton trims the outfit and gives a touch of reality to the little man.

Try this method. It makes a jolly little figure and is no trouble at all.



# Snowflake designs

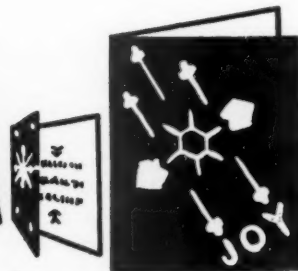
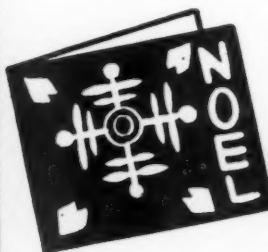
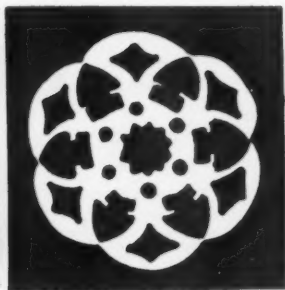
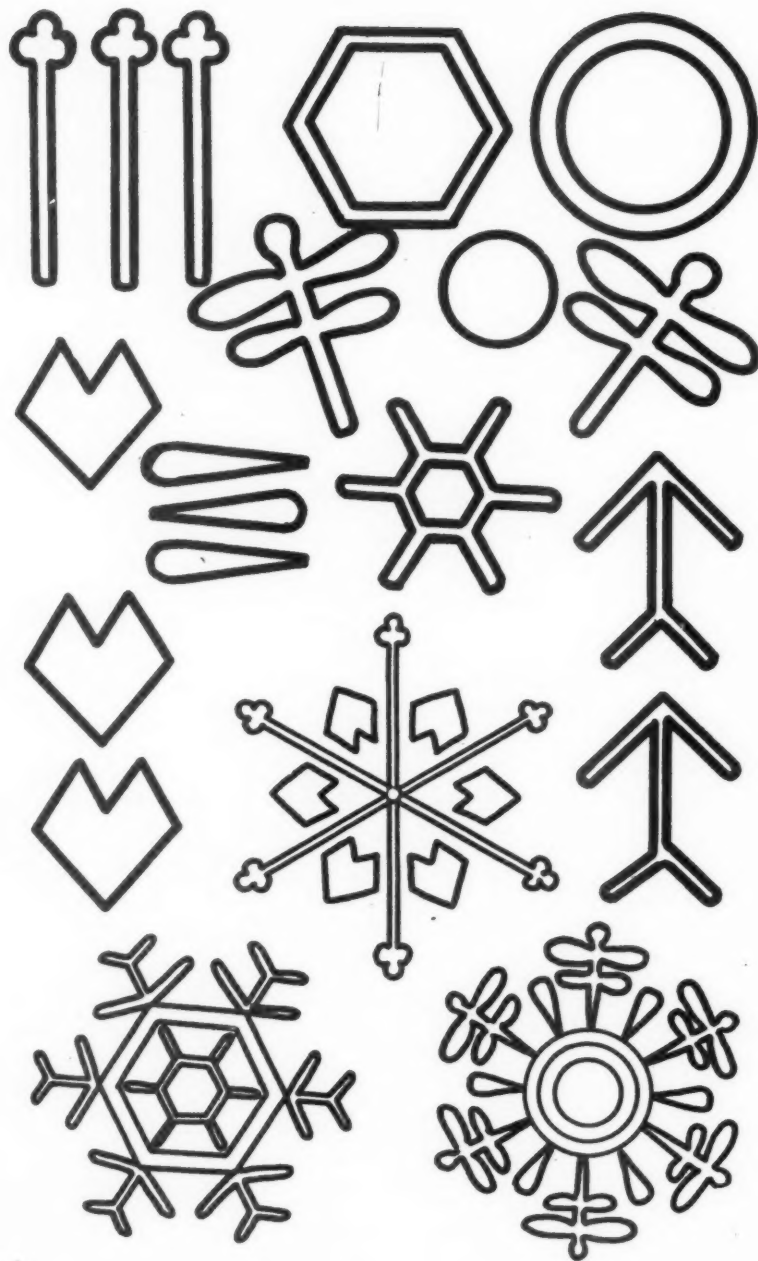
Snowflake designs suggest motifs for Christmas cards. They may also be used for booklet cover designs.

Primary children delight in cutting designs from colored paper. Intermediate and upper grades enjoy making stencils and linoleum blocks for cards, etc.

Trace the above designs onto silver or colored paper. Have the children cut them out and mount onto colored paper for Christmas cards. Many different designs may be worked out.

Here are a few carols and poems that may be used on the inside of the card folder: "Deck the Halls," "Twas the Night Before Christmas," or "Everywhere, Everywhere Christmas Tonight."

Cut-paper designs are always interesting. Fold squares of thin white paper. The number of folds and the difference in irregular cuts taken out of the folded piece will give a variety of designs. The cut designs may be used as crayon stencils or mounted on colored paper.



## Book Club Selections

The Junior Literary Guild selections for December are:

For boys and girls 6, 7, and 8 years of age:

**THIDWICK: THE BIG-HEARTED MOOSE.**  
*Written and Illustrated by Dr. Seuss. Random House. \$2.00*

For boys and girls 9, 10, and 11 years of age:

**THE INVISIBLE ISLAND.** *By Dean Marshall. E. P. Dutton & Co. \$2.50*

For older girls, 12 to 16 years of age:

**PATSY JEFFERSON OF MONTICELLO.**  
*By Marguerite Vance. E. P. Dutton & Co. \$2.50*

For older boys, 12 to 16 years of age:

**THE ISLAND STALLION.** *By Walter Farley. Random House. \$2.00*

## Gift Books for Christmas

To expedite your Christmas shopping, we are listing here a very few juvenile books. We think that if you give any of these books to your young friends of the appropriate age group, they'll consider you a "good picker." This is in no sense a selection of the best books for the past year. But they are among the best. A trip to your bookstore will reveal to you an untold wealth of fine juvenile books.

For pre-school children:

**THE GOLDEN BOOK OF NURSERY TALES.** *Edited by Elsa Jane Werner. Illustrated by Tibor Gergely. New York: Simon and Schuster. \$1.50*

**WONDERFUL STORY BOOK.** *By Margaret Wise Brown. Pictures by I. P. Miller. New York: Simon and Schuster. \$1.50.*

For boys and girls 6-10:

**THIDWICK: THE BIG-HEARTED MOOSE.**  
*Written and Illustrated by Dr. Seuss. New York: Random House. \$2.00*

**WATCHDOG.** *Story and Pictures by Laura Bannon. Chicago: Albert Whitman. \$2.50*

For girls 9-12:

**RAINBOW FOR ME.** *By Martha Gwinn Kiser. Illustrated by Eloise Wilkin. New York: Random House. \$2.50*

**DAUGHTER OF THE MOUNTAINS.** *By Louise Rankin. Illustrated by Kurt Wiese. New York: Viking Press. \$2.50*

For boys and girls 9-12:

**LITTLE DUSTY FOOT.** *By Marian W. Magoon. Illustrated by Christine Price. New York: Longmans, Green & Co. \$2.50*

**THE ROCKY SUMMER.** *By Lee Kingman. Illustrated by Barbara Cooney. Boston: Houghton Mifflin. \$2.50*

No doubt many of your friends have children whom you wish to remember with an inexpensive gift. Don't forget the Little Golden Books, published by Simon and Schuster, which sell for twenty-five cents. The Whitman Publishing Company and the Saalfield Publishing Company also publish good, inexpensive books which are available through your local ten-cent store, book store, or department store.

## Gift Subscriptions for Christmas

If you wish to do your Christmas shopping while sitting at your desk, you can merely mail a letter and a check to the publisher of one of the good juvenile magazines. The publisher does the rest. This is a good way to provide Christmas cheer twelve times a year.

Following is a list of some good juvenile magazines: (Prices are not included, because Christmas gift sub-

scriptions are often different from the usual rates.)

For children 7-11

**JR. 812 North Dearborn Street, Chicago 10, Illinois**

**STORY PARADE. 70 Fifth Avenue. New York 11, N.Y.**

**CHILD LIFE. 536 S. Clark Street. Chicago 5, Illinois**

**JACK AND JILL. 626 Ledger Building. Philadelphia 5, Pennsylvania**

**CHILDREN'S PLAYMATE. 3025 E. 75th Street. Cleveland, Ohio**

**CHILDREN'S ACTIVITIES, 1018 S. Wabash Avenue. Chicago 5, Illinois**

For girls 12-16

**SEVENTEEN. 551 Fifth Avenue. New York 17, N.Y.**

**CALLING ALL GIRLS. 52 Vanderbilt Avenue. New York 17, N.Y.**

For boys 12-16

**THE OPEN ROAD FOR BOYS. 729 Boylston Street. Boston 16, Massachusetts**

**BOYS' LIFE. 2 Park Avenue. New York 16, N.Y.**

As the Christmas season finds many of us fresh out of money, we have listed some library books and inexpensive pamphlets which will help Christmas party plans.

(Continued on page 32)

## book shelf

## CAROLS

A LITTLE CAROL BOOK. *Edited by Mary Corinne Rosebrook and others. Cooperative Recreation Service. Delaware, Ohio. 10c*

## POEMS AND STORIES

### CHRISTMAS IN LEGEND AND STORY.

By Smith and Hazeltine. *New York: Lothrop, Lee & Shepard*  
STARDUST AND HOLLY; POEMS AND SONGS OF CHRISTMAS. By D. M. Shipman. *New York: Macmillan*  
THE LONG CHRISTMAS. By Ruth Sawyer. *New York: Viking Press*  
HOME BOOK OF CHRISTMAS. By M. L. Becker. *New York: Dodd, Mead & Co.*

## PLAYS

JOLLY PLAYS FOR CHRISTMAS. By Carolyn Wells. *Boston: Walter F. Baker*

CHRISTMAS PLAYS FOR CHILDREN. (Pamphlet). *Chicago: Beckley-Cardy Co.*

TWENTY PLAYS FOR CHRISTMAS. (Pamphlet). *Chicago: Beckley-Cardy Co.*

WHITE CHRISTMAS AND OTHER MERRY CHRISTMAS PLAYS. (Pamphlet). *Chicago: T. S. Denison*

## PARTIES

THE JUNIOR PARTY BOOK. By Bernice Wells Carlson. *New York: Abingdon-Cokesbury Press, 1948. \$2.00*

## Book Reviews

RAINBOW FOR ME. By Martha Gwinn Kiser. *Illustrated by Eloise Wilkin. New York: Random House. 1948. \$2.00.*



Middle-grade girls will enjoy this "when Grandma was a little girl" story, which is so informal that it actually gives the impression of being

told out loud. The use of the first person helps to achieve this effect, as do also the colloquial expressions, which are just frequent enough to add flavor.

Ruey, the heroine of the story, leads a bleak life with Aunt Tood, who cares for her out of a sense of duty. Aunt Tood is much too busy doing things for other people through church organizations and women's clubs to have any time left to do anything for her niece.

Then along comes Grandma — a down-to-earth version of the fairy godmother — with a twinkle in her eye, a home spun jingle on her lips, and a knack of knowing how to make a little girl happy. The only trouble is that Gramma is only visiting.

The funniest chapter is the one in which Ruey tries to sell six subscriptions to the *Ladies World* in order to win a "genuine ruby ring." First she calls upon some likely prospects—a woman and two grown daughters. For two hours Ruey sits in a straight-back chair, while the ladies wonder why she came and Ruey tries to bring herself to mention *Ladies World*. She finally leaves without bringing up the subject and on her way home confesses her predicament to her adult friends at the livery stable. Each of these men thinks up a reason why he desperately needs a subscription to *Ladies World*. Ruey goes to sleep that night, feeling that she has done a great deal of good in the world because:

Uncle Haley would get his crochet lessons.

Charley would be able to pick up on the housekeeping, especially the cooking.

The flowered chest that Sam would make for the cats he picked up would be fine and people would have more respect for him. Someway nobody had ever seemed to think much of his job. Maybe because of the rusty washboiler.

Old Mr. Peasley would become friendly under the instructions of the *Ladies World*. And who knew—with lots of friends he might become one of the most popular men in town.

Rudy Masop would, before too long, if he kept up those exercises, walk out as shapefully and graceful as Miss Betty Emery.

And Monty Harris would be clean as a whistle.

Though the threatened departure of Gramma casts a constant shadow over even the most pleasant events of her visit, the shadow at last is happily dispelled by an ending which is even more satisfying than Ruey and the reader had hoped.

IN NORWAY. By Gudrun Thorne-Thomsen. *Illustrated by Eyvind Earle. New York: The Viking Press. 1848. 159pp. \$3.00.*

If you have ever heard the storytelling records of Gudrun Thorne-

Thomsen or if you have been fortunate enough to hear her tell stories in person, you will feel that she is an old friend. Or you may remember her as the author of *East of the Sun and West of the Moon*. You may not know that she is a former teacher and that she was born and brought up in Trondheim, Norway. Though she has lived in the United States for many years now, she has never lost touch with her old home.

Mrs. Thorne-Thomsen puts both her travel and teaching experience to good use in writing this non-fiction book about Norway. And, being a storyteller, she has scattered old legends and tales of sailors and lighthouse keepers throughout the text. Starting with Harald Haarfager and going on up to Trygve Lie, she gives a very full picture of Norwegian history, government, geography, industry, farming, schools, sports, etc.

What child will ever forget the meaning of a fjord if it is presented to him like this?

Fjords (the Norwegian word for bays) are deep cuts in the mountain wall, here on the west coast, but they are not straight cuts. A fjord bends and turns; little fjords like branches on a tree open up from the main fjord, and they in turn have smaller branches and twigs.

There are good harbors all along the coast, but in some places the mountains step right into the sea. A captain on a fjord steamer wanted to frighten his passengers just a little for fun. He sailed his ship so close to the mountain wall that a man could touch it. The captain knew that the water was deep, that there was no danger, but the passengers had a few exciting moments and learned why very large boats can sail in and out of the fjords.

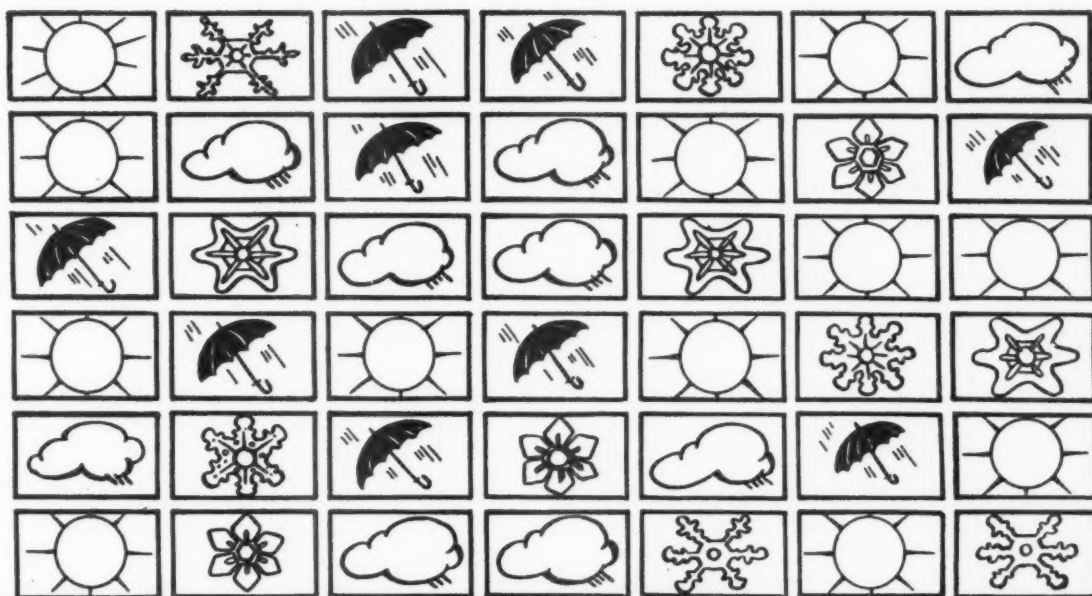
The strong, sharp, detailed line drawings of Eyvind Earle appear on almost every page: Not only are they beautiful and impressive in themselves, but they are just exactly right to accompany the clipped, definite prose of Mrs. Thorne-Thomsen.

## FACING:

On the facing page you will find a weather chart. By using it properly, it is possible to have a complete record of the weather in December.

If a day is sunny, place one of the shining suns in the space beneath that day. Use the umbrellas to indicate a rainy day; the clouds to denote dark, cloudy days; and the snowflakes to show days that were snowy.





DECEMBER						
SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	



# The Indians of America

What Indian  
tribe  
originally  
inhabited  
your state?

When the Spaniards came to this country there were many millions of Indians unevenly scattered through the various regions. South America had already seen an advanced civilization which had left colossal ruins. Mexican tradition claims that 18000 years of history had been written before the Incas were subdued by the Spanish. The Eskimo tribes had been pushed away by those stronger into the Arctic regions while other tribes had spread all over the northern continent. (See map on page 35) Sometimes victorious over the white men, at other times vanquished, having come into possession of horses introduced by the Spaniards, they became invincible fighters before they were finally brought under subjection.

The scientists tell us animals of various kinds moved back and forth between America and other continents as evidenced by skulls and bones taken from the soil. Nobody knows for certain when man came to America; and when they did come they were wanderers or nomads, continuing to wander for a long time after. Some reached tropical and semi-tropical regions and settled down to develop agriculture. Others continued to derive their living from the hunt. When Columbus arrived they had divided into many tribes, spoke many different languages and had many different crafts.

If you consult the map you will find the Algonquins in the lower part of Canada. Included were the Hurons, Ottawas, Chippewas, and Blackfeet. In New England were the Wamanoags, Narrangansets, Mohawks, Mohegans, Manhattans, and smaller tribes comprising the Confederation of Six Nations headed by the Iroquois. To the south were the Creeks, Cherokees, Seminoles, and others. In New Jersey and Pennsylvania were the Delawares, once called the Lenni-Lenape with whom Penn drew up his treaty. Among the Plains Indians of the western part were the Sioux, Pawnees, Choctaws, and Chickasaws. On the banks of the Mississippi were the Ilini, called Illinois by the French.

Various things entered into the change of name among different tribes. The Dakotas were feared and hated by the Chippewas, so were called Sioux, or "enemies." The California Indians too, took the name of Mission Indians because the Jesu-

its had civilized them. To the Southwest were the Comanches, Apaches, Navajos, and Pueblos. The map cannot be exact as the Indians in most cases followed the migrations of the animals who provided the necessities of life. When Americans began to settle Illinois after the War of 1812, the Indians began to move across the Mississippi into Iowa. The Sauk and Fox refused to go and tried to form a coalition with the Winnebago, Potawatomi and Kikapoo tribes against the whites. This was the beginning of the Black Hawk War in 1832. Before this there had been raids against the other Indian tribes, as the Osage and Cherokees.

The Cherokees, a mighty tribe, roamed far eastward and as far south as central Georgia, but the pressure of the pioneer movement led President Jackson to order the evacuation of the Indians to Oklahoma. A few of the hardier Indian families fled to western North Carolina where they were finally granted a reservation. In the shadow of the mountains, the Smokies, they have been able to pursue the ways of their ancestors. They were never wigwam Indians and they live in log huts. The Cherokees are a branch of the Iroquois who had wandered south and in the heyday of their power claimed lordship from the Ohio and the Tennessee on the north and west almost to the Atlantic seaboard. This area comprised western Carolina, northern Georgia, northern Alabama, and eastern Tennessee. It was a tragic march of a nation into exile when they left the beautiful mountains wreathed with a perpetual haze.

Although the large numbers of Indians who lived here before Columbus came have been reduced to remnants of a few tribes, many of their traditions and arts have been preserved in part, at least. The Plains Indians who lived in wigwams painted them with earth pigments mixed with the glue made from the scrapings from the flesh side of the buffalo skins. This liquid also served to varnish the colors and preserved the white of the hide if used alone as an element of the design where white was needed. No brush was used. The pattern was outlined on the skin with a sharp stick and the color rubbed in with a wedge shaped piece of bone porous

(Continued on page 44)



# Christmas scraps

These illustrations show some interesting Christmas objects that can be made from the ordinary materials that the teacher usually has at hand. A little imagination on the part of the teacher will suggest many improvements and related ideas. The children themselves will undoubtedly be stimulated by these suggestions.

*Match-box decorated with felt scraps. Book-mark made of an envelope corner.*

*Twine-holder made out of coffee-can.*

*Box ornament, cut-paper decorations.*

*Decorative corks for vinegar bottle, etc. made out of two corks and beads strung together.*

*Angel made of cardboard and inserted in slit in large cork base. Birthday candles stuck on tacks which are pushed through circles of cardboard, make candles and holders. Slip cardboard discs in slits of the hands of the angel.*

*Candy cup is a section of a mailing tube pasted on cardboard base. This paper cone is pasted to cardboard circle for hat and hinged to tube with tape.*

*Clothes-pin glued to a cardboard base for a candle. Colored cardboard used for flame and rays.*

*Beads or berries strung on wire or string.*

*Pine-cone trees.*

*Cork reindeer with toothpick legs and cardboard head.*



## For and About Teachers

The March of Time has made available for rental or purchase the 16mm film, "The American Teacher," to be used not only in the classroom but also to be presented to the entire local community.

Yesterday's education in the U.S. was typified by the proverbial Little Red School House and today's emphasis is upon the scientific principles of psychology—but all good teachers know that their methods are as individualistic and personal as any other artist's; and all realize the importance of developing in their pupils the ability to think as well as a knowledge of the facts.

"The American Teacher" presents the pros and cons of "Progressive Education" and points out to the U.S. citizen his responsibility for the quality of the education his community provides for its young.

### New Film for Art Education

A new film entitled *Care of Art Materials*, a one-reel 16mm sound film, has just been released by Young America Films, Inc. This film, especially made for use in the lower elementary school grades, has as its purpose to promote wider interest and care in the use of the common art tools found in the typical classroom. *Care of Art Materials* discusses proper care of such art materials as brushes, paints, chalk, crayons, scissors, paste and glue, and clay. The film is executed entirely in a refreshing style of animation. Its general design, voice, and music have all been deliberately fashioned to appeal to young children.

### Film Strip for General Science, Biology and Chemistry Classes

How one of nature's most mysterious substances, the green chlorophyll in plants, uses the energy of sunlight to put carbon dioxide and water together to make one of our basic foods—sugar—is shown in the film strip "Food From the Sun," produced by Fletcher Smith Studios, Inc. for the Sugar Research Foundation, Inc. This work of green plants—photosynthesis—is called the foundation of life.

The younger students in general science courses will become enthusiastic explorers of their environment

once their interests are aroused and directed. The film strip "Food From the Sun" surveys quickly and attractively the origin of foods and their function in human metabolism.

The study of nutrition is an important part of every biology course. Discussion can be based on the fact that all food is dependent on sunlight, and at this point this film strip will prove to be a valuable aid to the teacher.

For chemistry students the film strip not only provides a review of biological facts previously learned but suggests possibilities that might stimulate students to choose chemistry as a vocation.

### A New Farm Topics Short

Phillips Brooks Nichols, Manager of RKO Pathe's Commercial Film and Television Department announces the company's completion of the second in the series of The Texas Company's Farm Topics shorts, *It's News Because It's New*.

The film, a two reeler shot in Kodachrome, is being released by the Texas Company and will be shown at farm meetings during the fall and winter to more than half a million farmers and their families.

The most interesting and spectacular agricultural, labor and time saving devices invented, developed and made by farmers throughout the country were selected for the film from

over a hundred subjects submitted by agricultural extension schools, county agents, editors and farm agencies. The subjects include a sit-down tree planter, a mechanical poultry picker that dresses six fowl per minute, a jumping plow and two mechanical tree shakers, a mechanical gutter cleaner, and many other examples of the American farmer's ingenuity and resourcefulness.

Director Lloyd Durant and Cameraman Howard Winner traveled over 7,000 miles in eleven states to shoot the film. The picture was edited by Marie Montagne, narration written by Sumner Lyon and delivered by George Bryan, with background music edited and scored under the supervision of Herman Fuchs.

The film is available through: Mr. J. M. Gregory, Assistant Sales Promotion Manager, The Texas Company, Chrysler Building, New York 17, N. Y.

### Of Interest to Social Science

RKO Radio Pictures 16mm Educational Division announces the release of two films, available now for educational use in the field of International and Intercultural Relations. These two films are *New Americans* which deals with the entry of a refugee into the United States and *Passport to Nowhere* which takes up the "displaced persons" problem.

using  
films and records



# The story of salt

This study  
of salt  
is more than  
a mere  
science unit.

Of all the substances which man has taken from the earth none, save gold perhaps, has proved more valuable and more sought after than salt. Common, ordinary, and—in America—very cheap salt is one of the greatest friends of man and has, in consequence, a very fascinating history.

In very early times, when salt was scarce in one section of a land, men went out searching for it. Great battles were fought over the possession of salt springs. The Chinese once offered sacrifice to a god thought to control salt. The ancient Greeks and Romans honored their gods by offering salt as a sacrifice.

In parts of Africa salt was once used for money. Eating salt with another was, in some parts of the world, regarded as a positive sign of good will. To turn against one with whom salt had been eaten was the most disreputable thing a man could do.

Everyone has heard the expression "not worth his salt." This has been handed down to us by the Romans who paid employees their wages, or what was termed "salt money"—salt being the expression for necessities of life. Since the Latin word for salt is "sal," it is not strange that our own word "salary" should be derived from the Latin and mean just what salt money did in olden times.

Since salt is so necessary to everyone, it became the one thing that governments in need of money were sure to tax. The United States is the only country which has never had a salt tax.

But, what is salt? Where is it obtained and for what purposes is it used?

The kind of salt we use on our tables really should be called sodium chloride. That is what chemists call it. The reason is that there are a great many different chemicals—and table salt is really a chemical—which are "salts." But sodium chloride is so common that when one says "salt" he is never misunderstood.

The two substances which make salt are very common. The sodium is found in almost every part of the world. Since it dissolves very easily in water, it is carried away by streams where it combines with chlorine to form salt. That is why the oceans are salty—rivers bring a quan-

tity of salt with them when they empty into the sea; the heat of the sun evaporates the water and the salt is left. Lakes which have no outlets to the sea are always salty, also.

Of course, salt is often found in deposits far away from the sea. Scientists say this fact can be explained like this: Once there were seas or lakes at those spots; all the water was evaporated and land covered the salt which remained.

We shall talk about the uses of salt a little later. But, we know salt is very important and we want to know how we get the salt we use every day. First of all there are the beds of rock salt—salt which may be mined in much the same way as iron or coal. Two examples of such deposits are those in Poland near the very famous city of Cracow and those in the United States in Louisiana where there is an island of almost pure salt.

Sometimes there are beds of salt which are not easily mined. In such cases men drill holes, force water down into the salt beds, and then pump up the salty water which is called brine. This is evaporated—the water is taken off—and the salt is left. Because salt so easily dissolves even in damp air, starch or some other like substance is mixed with it so that it will pour easily. Most of the salt which we use is obtained by the brine process.

The oceans and salt lakes have been made to yield their salt to man. Sometimes the ocean at high tide is allowed to flood lowlands and then prevented by gates from receding. The sun dries the area until the salt is left. Then it is gathered and processed.

If the salt is not pure—and many times it is not—it is necessary to remove the substances which prevent it from being so. After that is done the salt is ready to be shipped to various parts of the country.

Salt is used for a great many purposes. It is essential for health. It is necessary in industry. It is used as a medicine. Everyone knows, too, that without salt many foods taste very flat and unappetizing.

It has been discovered that if one does not have a sufficient amount of salt in his diet, wounds will not heal and he has no resistance to disease. Doctors tell us that during hot weath-

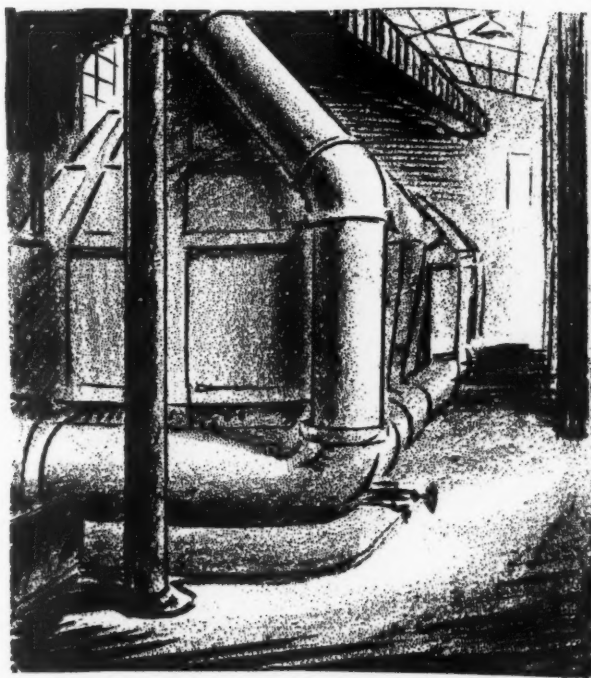
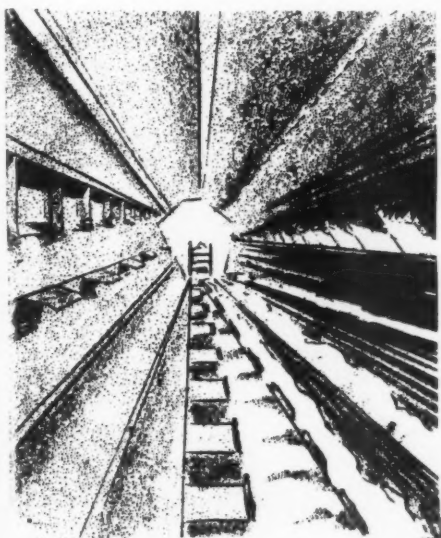
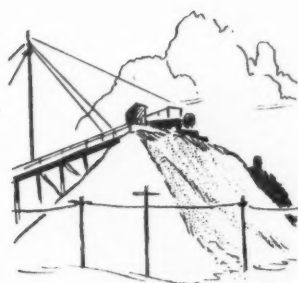
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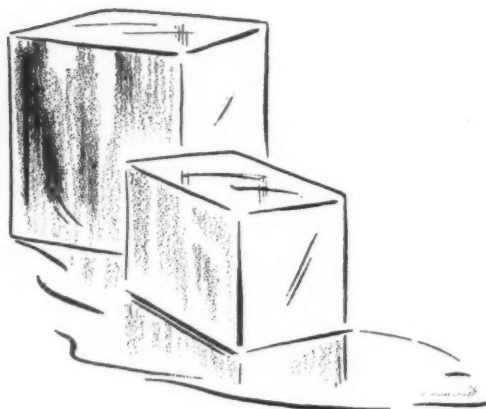
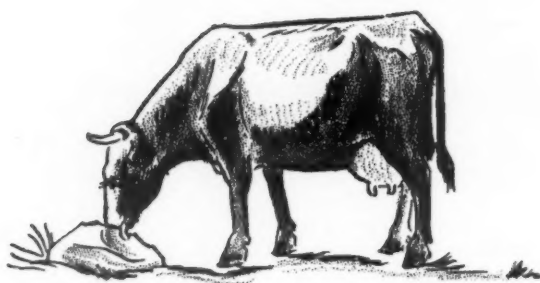




A notebook of the study of salt should include pictures of the different means by which we obtain salt. The pictures at the top of the page show men raking salt which has been obtained from the ocean, a salt mine, and a brine well. Combine illustrations such as these with stories which describe them and place all in a notebook. Individual posters with the illustration and the story will make good exhibits during the salt unit.

The other pictures on this page describe the processes which are used to make the crude salt fit for us to use in our food and for other purposes.





er we must use more salt than during cold seasons because our bodies need more salt at that time.

Salt is needed to preserve foods. Fish, meat, and vegetables are kept usable by means of salt. Thus they may be stored away for future use or transported great distances to people who could not otherwise obtain such foods.

Manufacturers of various products find that salt helps them purify their products. This is especially true in the refining of various metals including gold and silver.

Soap manufacturers really use salt in making better soap. Ice cream is made with the help of salt which acts as a refrigerant—it helps lower the temperature thus aiding the freezing process and it keeps ice cream from melting. (Of course, since the coming of mechanical refrigeration, this use may decrease in importance.)

You have often seen people scattering salt over icy pavements and sidewalks in the wintertime. This is

done so that the ice will be removed thus lessening danger of accident. Since salt is used to help freezing we wonder how this can be done. The reason is that salt freezes at much lower temperatures than water and, therefore, although the temperature remains the same, the salty water does not freeze. However, it is not a good plan to scatter salt on all types of concrete sidewalks since the salt eats the concrete. Railroad men use it to remove ice and snow from railroad tracks.

The farmer finds salt a valuable aid in producing the food which we eat. He feeds it to his cattle to keep them healthy and strong. You have all seen the bricks of salt placed in pastures for cows to lick. He mixes it with the green cornstalks which he stores in his silo to feed the cattle during the winter. Salt helps plants get the benefit from other foods in the soil.

Salt can be used for medicinal purposes. Dentists have discovered that

*This salt chart shows the many uses which man has found for that common commodity—salt.*

*This information may be used to make a large poster for your classroom. Sketches of the many uses of salt may be drawn on lightweight paper and then mounted on cardboard or other strong paper. Decorations of a very attractive sort may be obtained by stippling white poster paint to represent salt being poured from a container.*

it is good for brushing teeth especially when combined with other substances.

In the United States we are particularly fortunate because we have very abundant sources of salt which may be obtained very inexpensively. Chief producers of salt in the United States are Kansas, Michigan, Ohio, New York, Louisiana, and Texas. Canada also has important sources of salt.

## At Your Service

The publishers of the booklets, sets of charts, and other materials listed below, are glad to furnish free of charge any items requested by our readers. Should you not receive, within 30 days or less, any of the items requested it will mean that the supply was exhausted before the request was received. For your convenience, we have supplied on page 43 a coupon order blank showing a number for each item reviewed in this issue. Simply make a checkmark in the square next to the number referring to the materials you desire, print your name, street address, town, zone, and state on the coupon, and mail to the Service Editor.

Offers 139 to 145 were reviewed in full in the November JUNIOR ARTS AND ACTIVITIES and are briefly reported again for your convenience.

## November Listings Reviewed

- 139: AMERICA'S MUSICAL ACTIVITIES. An analysis, published by the American Music Conference, of a national survey of public interest in music. This 16-page booklet is of interest to all music teachers.
- 140: THE TEACHER'S GUIDEBOOK FOR A PROGRAM IN NUTRITION EDUCATION. A 64-page book published by General Mills, Inc. to show how nutrition education may be treated as an integral part of the whole curriculum.
- 141: THE BRITISH IN INDIA. The British Information Services have prepared this 30-page booklet telling the history of Britain and India together from the time of Queen Elizabeth to the present day of Indian Independence.
- 142: TEACHING UNIT ON RAYON. For use in grades 1 to 3, the American Viscose Corporation has prepared this Unit, which includes a Reader Coloring Book, an easy-to-use subject outline, and a reference leaflet for the teacher.
- 143: WALL CHARTS. How the great American dream began and grew is the subject of the first of two sets of charts supplied by the H. J. Heinz Company.

The second set describes how various foods have come into men's diets.

- 144: RAILROADS AT WORK. The Association of American Railroads publishes this 72-page booklet which is well illustrated. There is a brief story for each picture, written in simple, direct language.
- 145: CATALOG OF 16 MM. EDUCATIONAL FILMS FROM RKO RADIO PICTURES. An attractive 32-page booklet describing the 150 films now available to schools, and explaining how these films can be secured for school use.

## New Listings

- 146: NUTRITION EDUCATION SET. This fine material supplied by General Mills, Inc. can be used as desired, alone or in conjunction with *The Teacher's Guidebook for a Program in Nutrition Education* listed as Item Number 140 in the review listings above. The set includes the following items. *An Administrator's Handbook on Nutrition Education Designed For the School and Community*, which sets forth a community-school nutrition and health program. Five colored wall charts entitled "A Day With the Wide-Awakes," "Health is

## timely teacher's aids

Not Just Luck," "Mother Hubbard's Cupboard," "Which Are You?" and "The Basic 7 Food Groups." Three pupil readers (not provided in sufficient numbers to distribute one to every child) entitled, *Letters to Tony*, *Eat and Grow*, and *Working and Playing*. A parent leaflet stressing the Basic 7 Food Groups and the importance of working with the school. A 30-page illustrated booklet entitled, *The Story of the Cereal Grains*. A Report of the Eating Habits of 14,000 Children. Sample tests and survey forms.

- 147: MAPS AND ATLASES. A large folder providing a very extensive list of foreign maps and world atlases is issued by the American Map Company, Inc. Many black and white maps are listed. The publishers say of the colored maps that, to the best of their knowledge, this is the most comprehensive listing of foreign maps ever printed, and that it was necessary to contact commercial and government sources all over the world in order to make these maps available to the public. A list of street maps of foreign cities is also included, and there are illustrations of several types of mounted globes.

(Continued on page 43)

## CHRISTMAS ART AIDS

Christmas Cards, Easy-to-Make Gifts, Gala Tree Decorations, Stained Glass Window, Christmas Creche, Mexican Christmas Panorama, Appropriate Motifs and Borders, and many other designs created for a Joyous Holiday Season. Order our Special Christmas Packet now. Postpaid, only \$2.00.

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## Talking Shop

(Continued from page 2)

5. Divorce should not be treated humorously or made alluring.

6. No ridicule or attacks upon religious or racial groups.

### On the Record

Paul Puner, president of Allegro Records, announces that his company is interested in receiving original scripts from teachers arising out of their day to day experience with children. A fee will be paid for all scripts accepted, and the scripts will be recorded and issued.

For full particulars, write to Paul Puner, President, Allegro Records, 5 Columbus Circle, New York 19, New York.

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"Oh, I know a few things," said the haughty eighth-grader.

"You've got nothing on me," replied the brash sixth-grader. "I guess I know as few things as anybody."

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Select a young and pleasing personality; drain of all mannerisms of voice, dress, or deportment; pour over it a mixture of equal parts of the wisdom of Solomon, the courage of young David, the strength of Samson, and the patience of Job; season with the salt of experience, the pepper of animation, the oil of sympathy, and a dash of humor; stew for about four years in a hot classroom, testing occasionally with the fork of criticism thrust in by a principal or superintendent. When done to a turn, garish with a small salary and serve hot to the community.

\*Reprinted from *High Points*.

## Stained Glass Windows

(Continued from page 4)

cutouts were to be used for this purpose, we pasted transparent paper (not cheap tissue paper; it is too fragile when painted) behind the black paper designs and painted the holes with colored transparent ink. The teacher should test these inks before the children use them and omit any colors which appear brownish when held up to the light.

The most satisfactory windows were those which had abstract designs, such as the ones reproduced here. Some ambitious children, however, wanted to cut out angels and Madonnas. As a result, their work became very slow and puttery. The teacher cannot say to the child, "You can't do it." But she can suggest that as the work is so slow, he might do some of it at home.

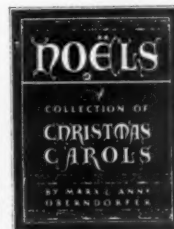
The children were given an opportunity to visit the Hilton Chapel in Chicago, where they saw some of the finest stained glass windows in America. They were thrilled.

The cutting and exhibiting of these windows gave the children an emotional reaction. Schools don't have enough emotional reactions.

For making the cutouts, the only directions that need to be given are these: Fold the paper in the center. Draw some holes. Cut them out. Make the design mostly holes. The black bridges represent the lead the holds the pieces of glass in place.

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Name .....

Address .....

City..... State.....



## Timely Teacher's Aids

(Continued from page 41)

148: **YOUR TEETH AND YOU.** Points for study of the teeth, the three fundamentals for care of teeth, four techniques for brushing teeth, and suggestions for making a wise choice of tooth paste are included in a 4-page folder designed for distribution to students. The supplier is the Lambert Pharmacal Company. A diagrammatic drawing of a normal tooth naming the several substances which compose it is included in this leaflet and illustrates a discussion of the four parts of a tooth. If more than one folder is desired, a statement as to the number required for class distribution should be made.

149: **AFRICAN ACHIEVEMENT.** A 20-page, abundantly illustrated, well-designed pamphlet, supplied by the British Information Services, offers a quick glance at some of the rather astonishing strides which West Africans and Britons, in partnership, have made in the past fifty years. Of particular interest are pictures and comments on education for women, the increase in the number of local schools, and the spread of the Boy Scout movement.

150: **THE GIFT OF GREEN. SUGAR.** An 8-page pamphlet and a 34-page book bearing respectively the

two foregoing titles have been made available by the Sugar Research Foundation, Inc. The pamphlet, by Dr. William J. Robbins, Professor of Botany, Columbia University, discusses photosynthesis, in which water and carbon dioxide are combined to form sugar and oxygen. The book, *Sugar*, is an attractively bound, illustrated story of the production and processing of sugar as a basic food and as a raw material of industry. In the center of the book is a two-page four-color chart showing in detail the myriad uses of sugar.

151: **REPRINTS ON COAL.** Several interesting and educational articles on the mining and uses of coal are furnished by the Bituminous Coal Institute as reprints from *The Reader's Digest*, *The Christian Science Monitor*, *Anglo-American Industrial Newsletter*, *The Texas Outlook*, official publication of the Texas State Teachers Association, and the *West Virginia School Journal*, official publication of the State Education Association. Subjects covered in these several reprints include powdered coal, modern coal mines, coal production machinery, textbook fallacies versus basic facts about coal mining, and coal by-products. This is a worth-while group of articles for upper grade students.

## Timely Teacher's Aid Order Coupon

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**The Indians of America**

(Continued from page 34)

in nature. The designs were either geometrical forms or made use of figures of animals or men, but the two were not used together. Figures recorded the exploits of the person who lived within and were records of fact, not fancy. Brown, yellow, blue, red, and green, as well as black and white were the colors used, sometimes on one hide.

QUESTIONS TO BE USED ON LOCAL HISTORY:

What Indian tribe originally inhabited your state?

Why were their villages located at particular places? Are there Indian trails across your locality?

Are there any Indian mounds nearby and what relics did they contain?

Did the white settlers have trouble with the Indians and why did the Indians leave?

Are there any myths or legends connected with the Indians of your state?

Is there an Indian reservation nearby your community?

Did Indian treaties affect the land contained in your state?

Was the settlement of your county influenced by Indian trails which were turned into wagon roads?

**Emmy Lou's Christmas**

(Continued from page 10)

Than these to have on Christmas day?

SALLY:

Well, I don't know, but Emmy Lou Was quite unhappy and crying, too.

EMMY LOU:

Please don't tell them why I cried. I'm so ashamed that I could hide. To think with hungry girls and boys,

I had to cry for lots of toys!

I hope that Santa takes my list

To some poor child that he has missed.

(CHRISTMAS FAIRIES return, skipping and singing.)

FAIRIES:

Why, Emmy Lou, you're *not* bad! You're really sweet and we are glad!

We thought that you would change your mind

About your luck and soon would find

It's greater fun on Christmas Eve. To give to others than receive.

Come, let us dance around and sing While Christmas bells are caroling. (All join hands and skip around singing a happy carol.)

The End.

**Twelve Days of Xmas**

(Continued from page 17)

tree." (The pattern is similar to "Old MacDonald Had a Farm.")

For the earlier verses the children might carry cutouts of the gifts they mention, such as hens, geese, etc. The gold rings might be represented by large doughnuts. In the later verses the gifts can be represented by exaggerated action (swimming, milking, drumming, piping, dancing, and leaping).

If your singers become too giggly to finish the song as it should be finished, don't worry. They're having a good time, and that, after all, is what the Christmas party is for.

**Alex Johnson's Xmas**

(Continued from page 23)

you want to do kindness and help EVERYONE . . .

ALEX: I get it, Jennifer. Thanks to all of you.

(As Alex is speaking,—in the distance faintly at first, then growing stronger, the Carollers return singing—"Silent Night." The group on the stage remains motionless, heads lifted in listening attitude, a shining, expectant look on their faces.)

Curtain

**Fur Bearing Animals**

(Continued from page 29)

**Conclusion**

Thus, this major unit may be worked out with all subjects belonging to the regular school work. By understanding the relation of the various parts to the whole enterprise the activities do not deteriorate into a number of scattered projects but are made to unify those only slightly related. There is danger of integration being carried too far so that important functions or studies lying out side of the scope of the content work be neglected.

### Miniature Christmas Tree Favors

The children enjoyed making favors for their Christmas party last year by using spools to make holders for miniature Christmas trees.

First we painted the spools in bright colors. Next we placed small evergreen twigs in them to represent small trees. We then decorated the trees with tiny bows of ribbon and small ornaments.

*Grace Close  
Milroy, Pa.*

### Santa's Helper

Make a large Christmas tree on a sheet of chart paper. When a piece of work is finished in a worth-while manner, the child may cut a small bright package from colored construction paper. Or he may cut a ball or a star.

This chart may be used in any subject—courteous acts, or the unit on good manners in the primary grades.

*Mrs. Mary Elizabeth Smith  
Decatur, Tennessee*

### Christmas Chimney

With the Christmas season coming and the children's gift exchange being part of the holiday activities, I would like to pass on the following suggestions for keeping these gifts in the room until the day arrives for their distribution.

Most children bring their gifts to school a week or so ahead of time. Instead of keeping these gifts on a library table or in the cupboard, we build a chimney in one corner of the room.

We get two empty cartons the same size. The first is put in the corner, open side down. The next carton is put on top of this one, open side up. (We put the boxes this way to get the proper height and eliminate some of the depth, so that the gifts will be visible when the children look in.) Then we take red brick crepe paper and cover the boxes. We cover the top edges with cotton, to represent snow.

I have a large Santa that was used in one of the stores for an advertisement. This I tack in back of the chimney so that it looks as if Santa is coming down the chimney.

The children enjoy putting their gifts in the chimney, and it makes an attractive corner in the room.

*Mary Pasternak  
Midland, Pennsylvania*

### Christmas Cutouts

The children brought from home a number of used Christmas cards. We used these cards to make cutouts.

The cutouts, when put in the right order to tell a story, make colorful scrapbooks.

The Christmas story can be made from these cutouts by cutting the figures from the cards with a flap at the bottom. The flap can be bent over to make a stand-up figure. The figures may then be arranged on a book shelf to form the Christmas story.

Or this story can be worked out nicely on the sand table by using these stand-up figures.

*Grace Close  
Milroy, Pennsylvania*

### Jar-Lid Gardening

To make a jar-lid garden use the lid of a fruit jar. Decide what kind of scenery would be interesting for a small garden.

An ocean scene would need a tiny paper boat, sand, piece of glass with blue paper under it to represent water, rocks, and some pieces of sea weed scattered along the beach.

An interesting desert scene could include glass figures from a novelty shop, such as a Mexican peon, or a long-horned cow. Glue the sand on, plant a cactus in the sand, and keep the plant watered daily with a medicine dropper.

## teaching tactics

The desert scene is probably the most popular because it gives the children a chance to grow their own cactus, and to watch its growth through daily watering.

*Arleva De Lany  
Eugene, Ore.*

### Thought for the Month

Teachers salaries should be doubled, says Dwight D. Eisenhower, President of Columbia University.

### From the Editor's Desk

(Continued from page 1)

gain you can find—especially the books which you give to a child. He really gets your money's worth from them because he reads and rereads them again and again until he has extracted the last drop of enjoyment from them.

Yes, we enthusiastically prescribe book-buying as the best remedy to insure a speedy convalescence from your Christmas collapse. What else can you get that will fit the teacher's educational philosophy and her pocketbook as well?

So here's to Happy Hunting in your favorite book store.

May you find some books under your Christmas tree.

And may your Christmas be a merry one!

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## Weather in December

(Continued from page 20)

eastern Texas and the Mississippi valley.

In the North, snow is considered the most beautiful Christmas decoration. When the beautiful flakes fall in almost infinite variety, every boy and girl thinks that there could be no more wonderful Christmas present.

An almost infinite variety of snowflakes has been mentioned. That means that there are almost no two crystals of snow which are *exactly* the same. But the snowflakes always form three- or six-sided stars. You can use snowflake designs on Christmas cards, Christmas notebooks, and decorations for Christmas presents.

We have been speaking about snow and the weather at Christmas time. Now let us think a bit about the beautiful stars which are to be seen during the Christmas season. Remembering the star which guided the three Wise men, all nations turn their eyes toward the heavens at this time of year.

The stars and their study have occupied the minds of men for many centuries. Sailors must know all about the different stars in order to guide their ships safely at night. Aviators study the stars also.

One thing which has puzzled astronomers—men who study the stars—for a great many years is the Star of Bethlehem. In all history there is no other mention made of any unusual star which might have been seen over Bethlehem on the night that Jesus was born. Some scientists say that it was an apparition—visible only to the Magi. You know, the men who study about stars can tell when any known star is visible. Therefore, they could tell if any very bright star appeared at any time. But, you see, the calendar or method of counting the days and months has changed since that memorable night, so that we don't know the exact date of the Christ Child's birth. There is the possibility that the star the Wise Men saw *was* a true star. Astronomers are still trying to discover whether this is so.

Perhaps one day we may look at the sky on Christmas and say in an awed voice, "There is the star which guided faithful men to the holy scene at Bethlehem."

## Courtesy

(Continued from page 19)

adult life as contestants on quiz programs. No; on second thought these are the very ones who should have an additional dose of courtesy training: We have noticed that the contestant who speaks most charmingly to the quizmaster is the one who walks away with the stove, refrigerator, trailer, and half-interest in NBC!

September 17, 1948  
STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912, AS AMENDED BY THE ACTS OF MARCH 3, 1933, AND JULY 2, 1946, OF JUNIOR ARTS & ACTIVITIES MAGAZINE published monthly, excepting July and August, at Chicago, Illinois, for October 1, 1948.

State of Illinois ss.  
County of Cook ss.

Before me, a Notary Public in and for the State and county aforesaid, personally appeared G. E. von Rosen, who, having been duly sworn according to law, deposes and says that he is the business manager of the JUNIOR ARTS & ACTIVITIES magazine and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily, weekly, semi-weekly or tri-weekly newspaper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, as amended by the Acts of March 3, 1933, and July 2, 1946, (section 537, Postal Laws and Regulations), printed on the reverse of this form, to-wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers, are: Publisher, The Jones Publishing Co., 538 S. Clark St., Chicago 5, Ill.; Editor, Velma McKay, 538 S. Clark St., Chicago 5, Ill.; Managing Editor, None; Business Manager, G. E. von Rosen, 538 S. Clark St., Chicago 5, Ill.  
2. That the owner is: (if owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding one per cent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a firm, company, or other unincorporated concern, its name and address, as well as those of each individual member, must be given.)

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3. That the known bondholders, mortgagees and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: C. G. Morgan, 4616 N. Clark St.

4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the two said paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by him.

5. That the average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers during the twelve months preceding the date shown above is (This information is required from daily, weekly, semi-weekly and tri-weekly newspapers only.)

G. E. von Rosen, Business Manager  
Sworn to and subscribed before me this 17th day of September, 1948.  
(Seal) Gloria M. Roth  
(My commission expires September 30, 1951)



## Dioramas for Christmas

(Continued from page 8)

board. When painted in several tones of grey and a little brown, these make wonderful-looking large rocks.

Next, the city of Bethlehem and palm trees will be needed. For the city take a piece of cardboard 1 x 2 feet and sketch a few buildings as shown. Allow one inch on the lower edge to be turned back. This will be used to attach the city to the top of the hill. For a striking effect, color what represents the front of the buildings with white or cream tempera; color what represents sides of buildings with dark blue or cobalt. Domes should be white with a little medium-blue shading to the right. The palm trees should be about one foot high, with brown trunks and, of course, green leaves. The palms may be made in several sizes using those of one foot in the foreground, ten inches further back, and eight inches on the hillside.

While some of the class are working on the Bethlehem scene others may neatly sketch the figures needed to people the scene of the First Christmas. The coloring of the figures should be the traditional coloring. The teacher will have many examples of this in colored prints of "Nativity" masterpieces of the great artists. Maybe one of the pupils can make extra sheep. This addition will greatly enhance the completed picture. Another may make a little manger-bed for the Infant. This is left to the creative ability and imagination of the class.

The Holy Mother, Joseph, and the Infant Jesus are placed inside the cave and in the most prominent position. Behind these figures place those of the ox and the donkey. All the other figures should be placed here and there in the scene wherever they look the most natural.

If a few patches of sheet moss and a few sprigs of boxwood can be procured from some florist shop, the completed scene will be much more beautiful and natural. A few sprigs of green (if it can be found at this time of the year) stuck here and there in the rock formation of the hill will create wonderful results.

The teacher may try out various lighting effects, but now the Christ-

## Puppets

(Continued from page 12)

To construct puppets from the figure shown here, make several traces in heavy cardboard and trace around the patterns on wood. Plywood is excellent because it will not splinter. Cut out with a fret saw. The figure may be jointed with strong, straight pins or very fine nails. If the wood is soft (as pine or basswood) the pins may be pushed through the wood or gently hammered. If the wood is hard (as the apple box will be) it will be necessary to drill a hole with the finest possible gimlet or bit. In this case a fine nail can be driven into the drilled hole. The foot may be driven to the leg by a nail or glued there. When driving the pin or nail into the arm, drive from the outside so that the head of the pin or nail is on the outside edge of arm or leg (see illustration).

In jointing the knee and elbow, use shorter pins or snip the sharp end if it protrudes.

To operate these puppets screw an eye into the center of the top of the head. A small piece of wood three-quarters of an inch square and twenty-four inches long may be sandpapered to a cylindrical shape. Screw a hook into one end. This hook fits into the eye and the figure is moved by the child holding the other end of the stick.

Paper faces may be pasted on the wood and colored appropriately to depict the character represented. Hair may be made of wood and affixed by glueing. Paper maché heads may be made from newsprint. This is done by cutting the white margin from newspaper and cutting the papers into pieces the size of confetti. Put this newspaper confetti into a pail and cover with boiling water. Let it stand overnight and squeeze the water out. This wet pulp may be used to make the heads and hands. The figures may or may not be padded before they are dressed.

mas Diorama is completed and the rest of the shades in the school room may be drawn and the pupils will see a beautiful and realistic scene of the First Christmas.

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